

The Curriculum at Harry Hotspur CE Primary School

National Curriculum:

- 1.1 The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The National Curriculum in England (2013)

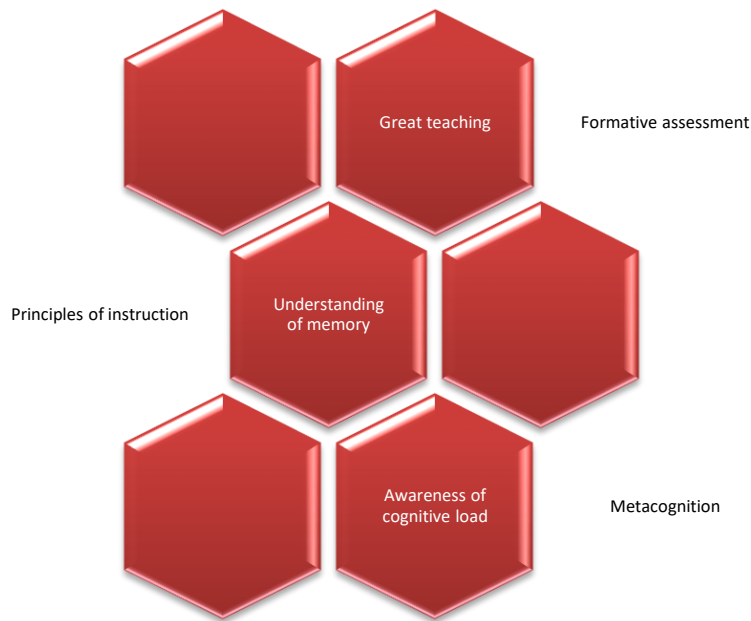
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf



Who? – Thinkers on the curriculum:

<p>“Knowledge is taught to be remembered, not merely encountered - knowledge is sequenced and mapped deliberately and coherently.”</p> <p>Tom Sherrington (2018) https://impact.chartered.college/article/what-is-a-knowledge-rich-curriculum/</p>	<p>“Developing memory, not rich memories, is key in developing problem-solving and creativity.”</p> <p>Clare Sealy (2017) Teaching for Long Term Memory https://primarytimery.com/2017/09/16/memory-not-memories-teaching-for-long-term-learning/</p>
<p>“A rich curriculum moves way beyond knowledge. It moves towards the building upon knowledge to ensure that children know what to do with it.”</p> <p>Debra Kidd (2018) https://debrakidd.wpcomstaging.com/2018/06/11/a-rich-curriculum/</p>	<p>“In a democratic society which prizes equality of opportunity, the curriculum should be based first and foremost on the knowledge we consider all young people should have the access to and begin to acquire during their school years.”</p> <p>Mary Myatt (2018) ‘The Curriculum: Gallimaufry to coherence’</p>
<p>“The intent of the curriculum is the content you expect children to learn. The <i>implementation</i> of the curriculum is concerned with how your intentions are realised. The <i>impact</i> of the curriculum lies in whether students have learnt the things you’ve taught them – how do you know whether pupils know what you think they know?”</p> <p>David Didau (2019) https://learningspy.co.uk/featured/the-curriculum-intent-implementation-and-impact/#:~:text=The%20intent%20of%20the%20curriculum%20is%20the%20content%20you%20expect,which%20children%20encounter%20the%20curriculum.</p>	<p>“All pupils should be entitled to a broad and rich curriculum”</p> <p>Amanda Spielman (2020) https://schoolsweek.co.uk/schools-reducing-curriculum-breadth-because-of-funding-pressure-says-amanda-spielman/</p> <p>“A great curriculum builds cultural capital” https://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital/</p> <ol style="list-style-type: none"> 1. ‘RELEARN’ THE DEEPER LANGUAGE OF CURRICULUM 2. PRIORITISE THE EXPERIENCE OF THE LEARNER AS KEY 3. CAN RESULTS OF CURRICULUM BE EVIDENCED BY LEARNING OUTCOMES? 4. PROMOTE A VARIED CURRICULUM

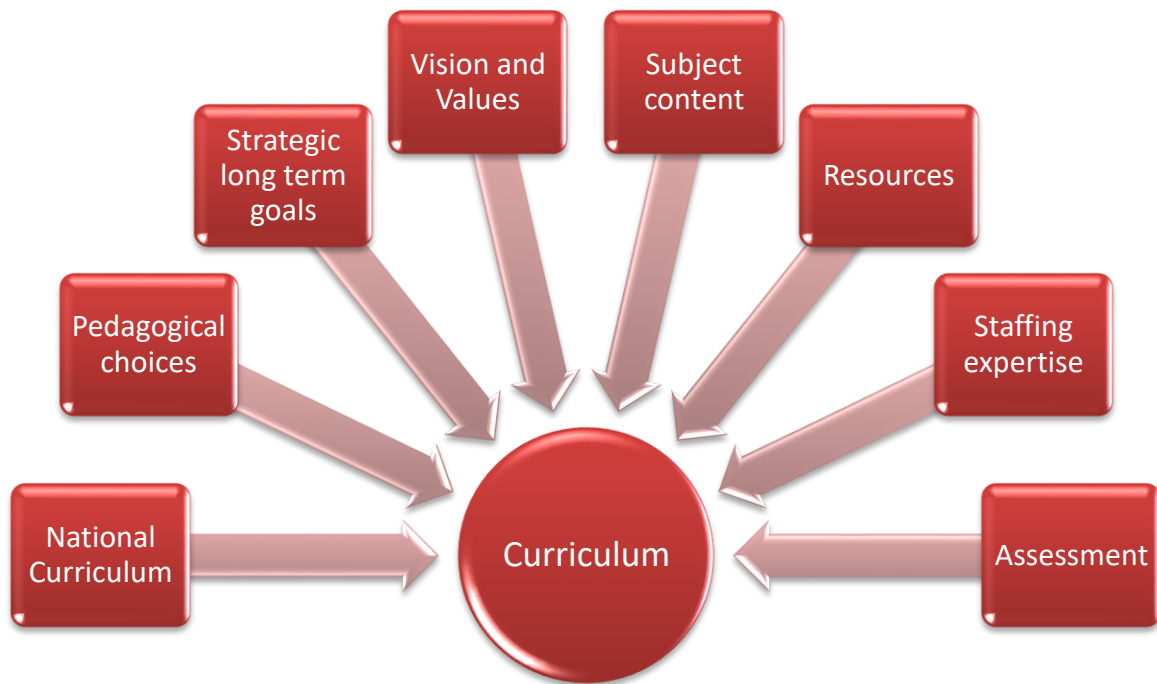
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How will the curriculum be delivered successfully?



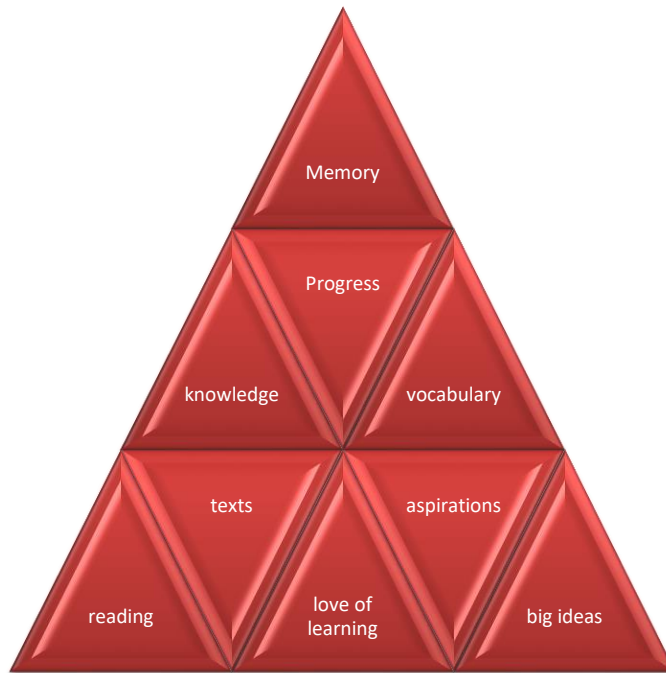
 <p>D Willingham (2009) <i>Memory - Successful thinking relies on environmental information, facts & procedures in long-term memory & space in working memory</i> 'Why students don't like school' https://moodmoo.files.wordpress.com/2014/10/why-dont-students-like-school.pdf</p>	 <p>Sutton Trust (2014) <i>What makes great teaching?</i> Pedagogical content knowledge Quality of instruction https://www.suttontrust.com/our-research/great-teaching/</p>	 <p>Sweller (1998) <i>Cognitive load theory: Working memory is highly limited</i> We must minimise cognitive overload Accessed at : https://impact.chartered.college/article/shibli-cognitive-load-theory-classroom/</p>
 <p>Rosenshine (2012) <i>Principles of Instruction</i> Daily review – small steps – ask questions – provide models – guide practice – check for understanding – high success rate – scaffolds – independent practice – weekly and monthly review https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf</p>	 <p>Wiliam (2011) <i>Formative Assessment</i> Feedback should cause thinking It should be more work for the recipient than the donor Feedback should increase the extent to which students are owners of their own learning Accessed at: https://teacherhead.com/2019/01/10/revisiting-dylan-wiliams-five-brilliant-formative-assessment-strategies/</p>	 <p>EEF (2018) <i>Metacognition and self-regulated learning</i> Teacher skills – explicit teaching – model – challenge – talk – manage own learning – apply approaches https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/</p>

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Curriculum Aims at Harry Hotspur



- At Harry Hotspur CE Primary School, teaching and learning ensures that children make **rapid progress** in all subject areas, gaining a solid understanding and application of all National Curriculum objectives.
- Our curriculum is focused on our **vision** “Achieving and growing together” built on distinct **Christian Values**.
- Our curriculum is **knowledge-led**; it focuses on the development of pupils' long-term **memory** for fluency, which in turn, develops pupils' application of skills as pupils expand their knowledge.
- Our curriculum will build children’s **vocabulary** and instil a deep and curious understanding of language, through which children not only gain the ability to better understand the breadth of topics we teach them, but also the skills to **read widely**, make links between areas of learning, develop their own knowledge express their ideas clearly.
- We believe that high-quality **texts** open the door to new worlds and ideas for children; we use these throughout the curriculum.
- Our curriculum aims to inspire a **life-long love of learning** through engaging themes and topics which stimulate and challenge children. We aim to encourage pupils to build links between their learning, their individual interests and talents and their **aspirations** for future careers.
- Curriculum leaders are clear on the ‘**invaluable knowledge**’ that they want their pupils to know: these form the basis of long-term planning for progression and include the ‘**big ideas**’ in subjects.



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- Our core personal development values of **Compassion, Perseverance and Achievement** aim to develop pupils' character to engage fully in their learning.





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<p>Reading at Harry Hotspur CE Primary School</p> <p>Our Reading provision aims to equip pupils with the skills and knowledge necessary to read fluently and confidently while developing a lifelong love of reading that allows pupils to draw on knowledge of the world around them. Pupils show resilience in engaging with ever more challenging texts and taking more responsibility for managing their independent reading as they move through school. Children are encouraged to have respect for a range of genres, authors and periods of literature.</p> 	<p>Big Ideas</p> <p>Word reading – systematic phonics, learning GPC, developing skill of blending, sharing high quality texts, developing fluency</p> <p>Comprehension – drawing on linguistic knowledge and on knowledge of the world, read widely across a range of genres, develop a love of reading, increase pupils’ vocabulary, develop reading for pleasure</p> <p>Making strong curriculum links – All pupils encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.</p>	<p><i>‘When I read great literature, great drama, speeches, or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language.’</i></p> <p>James Earl Jones (Actor)</p> 	
<p><i>Links with other subjects</i></p> <ul style="list-style-type: none"> • High quality texts linked to cross curricular learning • Vocabulary • Reasoning and inference skills linked to subjects • Non- fiction writing 	<p><i>Pedagogy</i></p> <ul style="list-style-type: none"> • Low stakes quizzing • Specific teaching of reading skills (VIPERS) Varied teaching and learning activities • Regular low stakes quizzes using Accelerated Reader programme to support comprehension • Thoughtful sequencing of content • Specific teaching of vocabulary 	<p><i>Progress</i></p> <p>Regular assessments carried out by RWI Leader to ensure gaps are filled</p> <p>Regular formative assessment and assessment for learning ensures gaps are filled</p> <p>Progress and attainment within Accelerated Reader is recorded and shared with staff.</p> <p>Opportunity for revisiting content or apply learning to a wide of genres and audiences</p>	<p><i>Support</i></p> <p>For staff:</p> <ul style="list-style-type: none"> • National Curriculum • Subject associations – • RWinc • Power of Reading text and planning suggestions • Literacy Shed+ <p>For Pupils:</p> <ul style="list-style-type: none"> • Oxford Owl

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<p>Writing at Harry Hotspur CE Primary School</p> <p>Our Writing provision aims to equip pupils with the skills and necessary to become confident writers who can form, articulate and communicate their ideas effectively. Children show respect for the discipline developing a range of writer techniques. They are resilient in developing accuracy in spelling, grammar and punctuation and take responsibility for improving their work through editing and redrafting.</p> 	<p>Big Ideas</p> <p>Transcription (spelling and handwriting) – spelling accurately; knowing the relationship between sounds and letters (phonics) and understanding morphology (word structure) and orthography (spelling structure).</p> <p>Composition (articulating ideas and structuring them in speech and writing – forming, articulating and communicating ideas; organising them coherently for a reader. Requires clarity, awareness of audience, purpose and context.</p> <p>Vocabulary, grammar and punctuation - increasingly wider range of vocabulary and grammar, understanding nuances/relationships between words; gives more conscious control and choice over language.</p>	<p><i>‘I can shake off everything as I write; my sorrows disappear, my courage is reborn.’</i></p> <p>Anne Frank</p> 	
<p><i>Links with other subjects</i></p> <p>High quality texts linked to cross curricular learning</p> <ul style="list-style-type: none"> • Vocabulary • Reasoning and inference skills linked to subjects • Non- fiction writing 	<p><i>Pedagogy</i></p> <p>Varied teaching and learning activities</p> <ul style="list-style-type: none"> • Regular low stakes quizzes around vocabulary and spelling patterns. • Thoughtful sequencing of content • Specific teaching of vocabulary 	<p><i>Progress</i></p> <p>Regular assessments carried out by RWI Leader to ensure gaps are filled</p> <p>Regular formative assessment and assessment for learning ensures gaps are filled</p> <p>Progress and attainment within Accelerated Reader is recorded and shared with staff.</p> <p>Opportunity for revisiting content or apply learning to a wide of genres and audiences</p>	<p><i>Support</i></p> <p>For staff:</p> <ul style="list-style-type: none"> • National Curriculum • Subject associations – • RWinc • Power of Reading text and planning suggestions • Literacy Shed+ <p>For Pupils:</p> <ul style="list-style-type: none"> • Spelling Frame

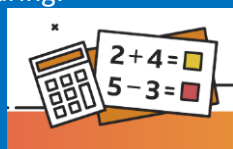
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Mathematics at Harry

Hotspur CE Primary School

Our maths provision aims to create a culture of high achievement in maths which leads to confident children who show resilience as they master the key concepts of fluency of calculation, logical reasoning and problem solving.

Children develop respect for the discipline through pattern spotting, proving and disproving ideas, classifying and comparing.



Links with other subjects

History: Chronological ordering of dates and timelines, Roman Numerals.

Geography: Map work with links to position and direction including grid references, knowledge of time zones, data handling and analysis of statistics, measures including temperature, straight line distances and economic activity links to money.

Science: Gathering and recording scientific results

Art: Pattern spotting, use of perpendicular and parallel lines.

Design Technology: Links to measures including measuring materials accurately and to money with costing products.

Languages: Counting, reading and writing numbers in a different language.

Music: identifying repeated patterns.

Computing: To reason about algorithms making amendments to sets of instructions to debug code and overcome any experienced problems.

Big Ideas

Fluency: the ability to perform mathematical operations and processes accurately and quickly. Mathematical fluency has 4 parts: accuracy, automaticity, speed, flexibility.

Reasoning: The ability to logically justify and identify key information in problems. To select the most appropriate process to arrive at a solution.

Problem Solving: to able to think systematically in order to make appropriate decisions to apply known skills in a variety of contexts.

Pedagogy

- Focus on arithmetical fluency using a 'concrete, pictorial, abstract' approach.
- Low stakes quizzing for long term memory
- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of vocabulary
- Higher order thinking tasks – linked specifically to reasoning and problem-solving

'Pure mathematics is, in its way, the poetry of logical ideas.'

Albert Einstein (German Physicist)



Progress

- Units of work are carefully sequenced so prior knowledge and concepts are built upon
- Regular formative assessment and assessment for learning ensures gaps are filled
- Effective questioning and higher order thinking features in every level
- Progress and attainment within units is recorded and shared with all teaching staff
- Opportunity for revisiting content and consolidating or applying learning at greater depth
- Opportunities for Low stakes Quizzes incorporated for children to retain key mathematical facts

Support



For staff:

- National Curriculum
- Subject associations - – [NECTM](#)
- [White Rose Maths](#)
- [Mathematical Association](#)



For Pupils:

- TTRockstars
- Numbots
-

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<p>Science at Harry Hotspur CE Primary School:</p> <p>Our science curriculum ensures all children leave the school with a secure foundation of science knowledge and practical skills. Children develop a respect for the discipline through collecting, understanding and evaluating scientific evidence. As they develop their substantive knowledge, they take greater responsibility for planning and leading investigations; respecting others' views and contributions. They persevere when testing theories and drawing conclusions.</p> 	<p>Big Ideas:</p> <p>Understanding and knowledge</p> <ul style="list-style-type: none"> Pupils build their knowledge and understanding around the areas of biology, chemistry and physics. They develop recall of key information and concepts <p>Working scientifically</p> <ul style="list-style-type: none"> Pupils build skills of scientific enquiry. They pose and answer questions, gathering data and presenting the information accurately. 	<p><i>'It is important to view knowledge as sort of a semantic tree – to make sure you understand the fundamental principles, i.e. the trunk and big branches, before you get into the leaves/details or there is nothing for them to hang on to.'</i></p> <p>Elon Musk (Tech Entrepreneur)</p> 	
<p><i>Links with other subjects</i></p> <p>English</p> <ul style="list-style-type: none"> Vocabulary and non-fiction writing <p>Maths</p> <ul style="list-style-type: none"> Number, measuring, 2D and 3D shape, handling data <p>DT – forces and electricity</p> <p>Computing – solving problems</p> <p>PSHE</p> <p>Healthy eating, growing, hygiene</p>	<p><i>Pedagogy</i></p> <ul style="list-style-type: none"> Low stakes quizzing for long term memory Varied teaching and learning activities Thoughtful sequencing of content Specific teaching of vocabulary Higher order thinking tasks 	<p><i>Progress</i></p> <ul style="list-style-type: none"> Units of work are carefully sequenced so prior knowledge and concepts are built upon Regular formative assessment and assessment for learning (including low-stakes quizzing) ensures gaps are filled Effective questioning and higher order thinking features in every lesson Progress and attainment within units is recorded and shared with all teaching staff Opportunities are provided for revisiting content or applying learning at greater depth. 	<p><i>Support</i></p> <p>For staff:</p> <ul style="list-style-type: none"> National Curriculum Subject associations - ASE Plan Assessment STEM in school Knowledge organisers <p>For Pupils:</p> <ul style="list-style-type: none"> Ambitious targets Quality first planning and teaching to meet all needs Guidance from individual support plans Texts / resources chosen which are accessible Children requiring support do not miss the same lesson every week

The Curriculum at Harry Hotspur CE Primary School

<p>Religious Education at Harry Hotspur CE Primary School</p> <p>As a Church of England school, RE is core within our curriculum offer. Our RE curriculum enables children to hold balanced and informed conversations about religion and belief. They will understand Christianity as a living faith that influences the lives of people around the world and has shaped British culture and heritage. Children will know and understand about other major world religions, their impact on society, culture and the wider world – enabling children to express ideas and insights. RE will contribute to the development of children’s own spiritual convictions, exploring and enriching their own beliefs and values.</p> 	<p>Big Ideas</p> <p>Making sense of beliefs</p> <ul style="list-style-type: none"> Identifying and making sense of core religious concepts and beliefs and what they mean Recognising how and why sources of authority and used and interpreted in different ways <p>Understanding the impact</p> <ul style="list-style-type: none"> Examining how and why people put their beliefs into action in diverse ways and within everyday lives. <p>Making connections</p> <ul style="list-style-type: none"> Reasoning about, reflecting on and evaluating concepts, beliefs and practices. Challenge ideas and thinking Understand connections between ideas and own lives 	<p><i>‘RE is like an iceberg. As you unpack the ideas, you come to understand deeper meaning.’</i></p> <p>Anon.</p> 	
<p><i>Links with other subjects</i></p> <p>English</p> <ul style="list-style-type: none"> High quality texts Vocabulary and non-fiction writing Reasoning and inference <p>Maths</p> <ul style="list-style-type: none"> Number, statistics <p>Art – religious art</p> <p>Music – religious music</p>	<p>Pedagogy</p> <ul style="list-style-type: none"> Low stakes quizzing for long term memory Varied teaching and learning activities Thoughtful sequencing of content Specific teaching of vocabulary Higher order thinking tasks 	<p>Progress</p> <ul style="list-style-type: none"> Units of work are carefully sequenced so prior knowledge and concepts are built upon Regular formative assessment and assessment for learning ensures gaps are filled Effective questioning and higher order thinking features in every lesson Progress and attainment within units is recorded and shared with all teaching staff Opportunities are provided for revisiting content or applying learning at greater depth. 	<p>Support</p> <p>For staff:</p> <ul style="list-style-type: none"> Diocesan RE Syllabus Subject associations – NATRE Understanding Christianity <p>For Pupils:</p> <ul style="list-style-type: none"> Ambitious targets Quality first planning and teaching to meet all needs Guidance from individual support plans Texts / resources chosen which are accessible Children requiring support do not miss the same lesson every week

The Curriculum at Harry Hotspur CE Primary School

History at Harry Hotspur CE Primary School

Our history provision aims to create excitement, inspire curiosity and promote deep thinking about the world: past and present. Children develop respect for significant people and events which have shaped our lives. They take responsibility for their learning as they engage in higher order thinking challenges and persevere when pursuing answers to historical enquiries.



Big Ideas

Significant people and events:

- Children explore key individuals and events in the past which have impacted upon life today

Exploring and travelling:

- Children examine cause and effect of how explorers travelled to new worlds or how settlers have invaded Britain.

Global impact:

- Children find out about how ancient civilisations and cultures compared and impacted on life through the ages.

‘A people without the knowledge of their past history, origin and culture is like a tree without roots.’

Marcus Garvey (Political activist)



Links with other subjects

English

- High quality texts
- Vocabulary and non-fiction writing
- Reasoning and inference

Maths

- Number, measuring (time), handling data

Art – history or art and artists

Music – history of music and musicians

DT – history of products and product designers

Geography – understanding of place and time

Pedagogy

- Low stakes quizzing for long term memory
- Varied teaching and learning activities based around enquiry
- Thoughtful sequencing of content
- Specific teaching of vocabulary
- Higher order thinking tasks

Progress

- Units of work are carefully sequenced so prior knowledge and concepts are built upon
- Regular formative assessment and assessment for learning (including low-stakes quizzing) ensures gaps are filled
- Effective questioning and higher order thinking features in every lesson
- Progress and attainment within units is recorded and shared with all teaching staff
- Opportunities are provided for revisiting content or applying learning at greater depth.

Support

For staff:

- National Curriculum
- Subject associations – [Historical Association](https://www.historical-association.org/)
- <https://www.history-rocks.com/>
- Knowledge organisers

For Pupils:

- Ambitious targets
- Quality first planning and teaching to meet all needs
- Guidance from individual support plans
- Texts / resources chosen which are accessible
- Children requiring support do not miss the same lesson every week

The Curriculum at Harry Hotspur CE Primary School

Geography at Harry Hotspur CE Primary School

Our geography provision aims to create excitement, inspire curiosity and promote deep thinking about the world pupils live in. Children learning to be responsible global citizens showing respect for the world we live in. They show perseverance in engaging in disciplinary thinking and taking on higher order challenges.



Big Ideas

Place:

Children describe and explain places in increasing depth such as population, climate, economy, land use and change, landforms, built environment, soils, vegetation, water resources and cultures.

Environment:

Children examine climate, extreme weather, phenomena such as volcanoes

Fieldwork:

Children find out about using maps, exploring data, making observations

'You can travel the seas, poles and deserts and see nothing. To really understand the world, you need to get under the skin of the people and places. In other words, learn about geography... We'd all be lost without it.'

Michael Palin (Actor, writer, traveller and broadcaster)



Links with other subjects

English

- High quality texts
- Vocabulary and non-fiction writing
- Reasoning and inference

Maths

- Number, measuring, direction, handling data

History – understanding of place and time

Languages – cultural understanding

Pedagogy

- Low stakes quizzing for long term memory
- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of vocabulary
- Higher order thinking tasks
- Field work

Progress

- Units of work are carefully sequenced so prior knowledge and concepts are built upon
- Regular formative assessment and assessment for learning (including low-stakes quizzing) ensures gaps are filled
- Effective questioning and higher order thinking features in every lesson
- Progress and attainment within units is recorded and shared with all teaching staff
- Opportunities are provided for revisiting content or applying learning at greater depth.

Support

For staff:

- National Curriculum
- Subject associations – [Geographical Association](#)
- Ordnance survey
- [Digi maps](#)
- [Oddizzi](#) <https://www.rgs.org/>
- Knowledge organisers

For Pupils:

- Ambitious targets
- Quality first planning and teaching to meet all needs
- Guidance from individual support plans
- Texts / resources chosen which are accessible
- Children requiring support do not miss the same lesson every week

The Curriculum at Harry Hotspur CE Primary School

Music at Harry Hotspur CE Primary School

Our music curriculum gives all pupils the opportunity to learn about and develop a respect for a range of musicians: historical and modern; their lives, techniques and inspirations. Children use this as stimulus as they show resilience in mastering disciplinary knowledge in music. They take responsibility for improving their work in response to feedback.



Big Ideas

Listen and Appraise:

Children explore and express ideas and feelings about music and also reflect on and improve own and others' work in relation to its intended effect.

Create and compose:

Children create music patterns moving onto exploring, choosing, combining and organising musical ideas with musical structures.

Perform and Share

Children learn to use their voices expressively, controlling their pitch and play tuned and untuned percussion with increasing accuracy.

'Without music, life would be a mistake.'

Friedrich Nietzsche (German Philosopher)



Links with other subjects

English

- High quality texts
- Vocabulary and non-fiction writing
- Reasoning and inference

Maths

- Number, measuring, direction, handling data

Pedagogy

- Low stakes quizzing for long term memory
- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of vocabulary
- Higher order thinking tasks
- The opportunity to perform

Progress

- Units of work are carefully sequenced so prior knowledge and concepts are built upon
- Regular formative assessment and assessment for learning (including low-stakes quizzing) ensures gaps are filled
- Effective questioning and higher order thinking features in every lesson
- Progress and attainment within units is recorded and shared with all teaching staff
- Opportunities are provided for revisiting content or applying learning at greater depth.

Support

For staff:

- National Curriculum
- [Charanga](#)
- Knowledge organisers (from Charanga)

For Pupils:

- Ambitious targets
- Quality first planning and teaching to meet all needs
- Guidance from individual support plans
- Resources chosen which are accessible
- Children requiring support do not miss the same lesson every week

The Curriculum at Harry Hotspur CE Primary School

Art and Design at Harry Hotspur CE Primary School

Our art and design curriculum gives all children the opportunity to learn about and develop a respect for a range of historical and modern artists and their lives, techniques and inspirations. Children use this as stimulus as they show resilience in mastering the elements of art and develop skills in evaluating and appraising. They take responsibility for improving their work in response to feedback.



Big Ideas

Drawing

Children explore drawing elements; pattern, still life or faces and figures.

Painting

Children focus on colour and painting looking at one particular movement or style.

Fabric and Collage

Children learn about the differences in texture and how these can be combined for a variety of effects.

3D Art

Children work with a variety of media to create a 3D pieces of art and sculpture.

‘Every man is an artist.’

Joseph Beuys (Artist)



Links with other subjects

English

- High quality texts
- Vocabulary and non-fiction writing
- Reasoning and inference

Maths

- Number, measuring, direction, handling data

Pedagogy

- Low stakes quizzing for long term memory
- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of vocabulary
- Higher order thinking tasks
- The opportunity to showcase work

Progress

- Units of work are carefully sequenced so prior knowledge and concepts are built upon
- Regular formative assessment and assessment for learning (including low-stakes quizzing) ensures gaps are filled
- Effective questioning and higher order thinking features in every lesson
- Progress and attainment within units is recorded and shared with all teaching staff
- Opportunities are provided for revisiting content or applying learning at greater depth.

Support

For staff:

- National Curriculum
- Subject associations – [NSEAD](#)
- [theartyteacher.com](#) [Google Arts and Culture](#) (APP)
- [Access art](#)
- Knowledge organisers

For Pupils:

- Ambitious targets
- Quality first planning and teaching to meet all needs
- Guidance from individual support plans
- Texts / resources chosen which are accessible
- Children requiring support do not miss the same lesson every week

The Curriculum at Harry Hotspur CE Primary School

Design Technology at Harry Hotspur CE Primary School

Our Design Technology curriculum will allow children to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. Children will build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users. They will critique, evaluate and test their ideas and products and the work of others and understand and apply the principles of nutrition and learn how to cook.



Big Ideas

Design

Make

Evaluate

Technical Knowledge

Cooking and Nutrition

‘Good buildings come from good people, and all problems are solved by good design’

Stephen Gardiner (Architect)

‘Food is much more than sustenance. Food is love’

Nadiya Hussain (Baker)



Links with other subjects

English

- High quality texts
- Vocabulary and non-fiction writing
- Reasoning and inference

Maths

- Number, measuring, direction, handling data

Pedagogy

- Low stakes quizzing for long term memory
- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of vocabulary
- Higher order thinking tasks

Progress

- Units of work are carefully sequenced so prior knowledge and concepts are built upon
- Regular formative assessment and assessment for learning (including low-stakes quizzing) ensures gaps are filled
- Effective questioning and higher order thinking features in every lesson
- Progress and attainment within units is recorded and shared with all teaching staff
- Opportunities are provided for revisiting content or applying learning at greater depth.

Support

For staff:

- National Curriculum
- Subject associations – [DATA](#)
- Knowledge organisers

For Pupils:

- Ambitious targets
- Quality first planning and teaching to meet all needs
- Guidance from individual support plans
- Texts / resources chosen which are accessible
- Children requiring support do not miss the same lesson every week

The Curriculum at Harry Hotspur CE Primary School

Computing at Harry Hotspur CE Primary School

Our computing curriculum recognises that pupils are living in a rapidly changing world in which computing is playing an ever-increasing role. We aim to equip children with the resilience and skills to adapt to new technology and give them confidence to use computing for a variety of purposes. Children understand they must behave responsibly online and respect e-safety rules.



Big Ideas

Computer Science:

We learn the principle of information and computation, how digital systems work and how to put this knowledge to use through programming.

Information Technology:

We learn to create programs, systems and a range of content safely.

Digital Literacy:

We learn how to use, express ourselves and develop ideas safely, through information and communication.

‘Alan Turing gave us a mathematical model of digital computing that has completely withstood the test of time. He gave us very, very clear description that was truly prophetic.’

George Dyson (Scientific historian)



Links with other subjects

Maths

- handling data

Science

- Natural and artificial systems

DT

- Programming, computer aided design

Pedagogy

- Low stakes quizzing for long term memory
- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of vocabulary
- Higher order thinking tasks

Progress

- Units of work are carefully sequenced so prior knowledge and concepts are built upon
- Regular formative assessment and assessment for learning (including low-stakes quizzing) ensures gaps are filled
- Effective questioning and higher order thinking features in every lesson
- Progress and attainment within units is recorded and shared with all teaching staff
- Opportunities are provided for revisiting content or applying learning at greater depth.

Support

For staff:

- National Curriculum
- [Teach Computing](#)
- Subject associations – [Computing at School](#) (CAS)
- Knowledge organisers

For Pupils:

- Ambitious targets
- Quality first planning and teaching to meet all needs
- Guidance from individual support plans
- Children requiring support do not miss the same lesson every week

The Curriculum at Harry Hotspur CE Primary School

Physical Education at Harry Hotspur CE Primary School

Harry Hotspur CE Primary School recognises the vital contribution of physical education to a child's physical, cognitive, social and emotional development. We aim to provide a PE curriculum which aids children's increasing self-confidence in their ability and resilience in participating in competitive sports and respecting the rules of each discipline. All children are encouraged to join clubs and extend their interest and involvement in sport and fitness are taught, how to take responsibility for having a healthy and fit body, and begin to understand those factors which affect health and fitness.



Big Ideas

Skills-pupils learn to excel in a broad range of physical activities

Activity-pupils are physically active for sustained periods of time

Competition-pupils engage in competitive sports and activities

Being healthy-pupils lead healthy, active lives

'Physically educated persons should be defined as those who have learned to arrange their lives in such a way that the physical activities they freely engage in make a distinctive contribution to their wider flourishing.'

James MacAllister (Stirling University)



Links with other subjects

English

- High quality texts
- Vocabulary and non-fiction writing
- Reasoning and inference

Maths

- Number, measuring, direction, handling data

Pedagogy

- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of techniques

Progress

- Units of work are carefully sequenced so prior knowledge and concepts are built upon
- Regular formative assessment and assessment for learning (including low-stakes quizzing) ensures gaps are filled
- Effective questioning and higher order thinking features in every lesson
- Progress and attainment within units is recorded and shared with all teaching staff
- Opportunities are provided for revisiting content or applying learning at greater depth.

Support

For staff:

- National Curriculum
- Subject associations – [AFPE](#)
- Rising Stars – [Champions](#) Sport and fitness
- Knowledge organisers

For Pupils:

- Ambitious targets
- Quality first planning and teaching to meet all needs
- Guidance from individual support plans
- Texts / resources chosen which are accessible
- Children requiring support do not miss the same lesson every week

The Curriculum at Harry Hotspur CE Primary School

Languages (Spanish) at Harry Hotspur CE Primary School

We believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. Pupils show resilience in developing the ability to communicate, including key skills of speaking and listening and extends pupils' knowledge of how language works. Learning another language gives children a new perspective on the world, taking responsibility for communicating with others in their own language and encouraging them to respect their own culture and that of others.



Big Ideas

How languages work- pupils understand the elements of language and lay the foundations for future language learning.

Developing key skills- pupils understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

Making substantial progress- pupils learn Spanish throughout KS2 allowing them to gain a thorough and in depth understanding of the National Curriculum content

'You live a new life for every language you speak. If you only know one language, you only live once.'

Czech Proverb



Links with other subjects

English

- High quality texts
- Vocabulary and non-fiction writing
- Reasoning and inference

Maths

- Number, measuring, direction, handling data

Geography

- Understanding of place

Pedagogy

- Low stakes quizzing for term memory
- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of vocabulary
- Higher order thinking tasks

Progress

- Units of work are carefully sequenced so prior knowledge and concepts are built upon
- Regular formative assessment and assessment for learning (including low-stakes quizzing) ensures gaps are filled
- Effective questioning and higher order thinking features in every lesson
- Progress and attainment within units is recorded and shared with all teaching staff
- Opportunities are provided for revisiting content or applying learning at greater depth.

Support



For staff:

- National Curriculum
- Scheme of work: <http://www.rachelhawkes.com/>
- Knowledge organisers
- [International Mother Language day](#)
- [European Day of Languages](#)

For Pupils:

- Ambitious targets
- Quality first planning and teaching to meet all needs
- Guidance from individual support plans
- Texts / resources chosen which are accessible
- Children requiring support do not miss the same lesson every week

The Curriculum at Harry Hotspur CE Primary School

<p>Personal, Social and Health Education at Harry Hotspur CE Primary School</p> <p>At Harry Hotspur CE Primary School we believe that delivering high quality PSHE is vital in providing children with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as resilient individuals and responsible members of the community. Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and communities. In doing so they learn to recognise their own worth, work well with others respecting their opinions and contributions.</p> 	<p>Big Ideas</p> <p>Health and Wellbeing</p> <p>Relationships</p> <p>Living in the wider world</p>	<p><i>‘Do not judge me by my successes, judge me by how many times I fell and got back up again.’</i></p> <p>Nelson Mandela</p> 	
<p>Links with other subjects</p> <p>English</p> <ul style="list-style-type: none"> • High quality texts • Vocabulary and non-fiction writing • Reasoning and inference <p>Maths</p> <ul style="list-style-type: none"> • Money <p>Science</p> <ul style="list-style-type: none"> • Growing up and changing • Reproduction • Nutrition and fitness <p>PE</p> <ul style="list-style-type: none"> • Fitness and healthy lifestyles 	<p>Pedagogy</p> <ul style="list-style-type: none"> • Discursive approach • Low stakes quizzing for term memory • Varied teaching and learning activities • Thoughtful sequencing of content • Specific teaching of vocabulary • Higher order thinking tasks 	<p>Progress</p> <ul style="list-style-type: none"> • Units of work are carefully sequenced so prior knowledge and concepts are built upon • Regular formative assessment and assessment for learning (including low-stakes quizzing) ensures gaps are filled • Effective questioning and higher order thinking features in every lesson • Progress and attainment within units is recorded and shared with all teaching staff • Opportunities are provided for revisiting content or applying learning at greater depth. 	<p>Support</p> <p>For staff:</p> <ul style="list-style-type: none"> • National Curriculum • Subject associations – SCARF • Go Givers – Citizenship and British Values • Knowledge organisers <p>For Pupils:</p> <ul style="list-style-type: none"> • Ambitious targets • Quality first planning and teaching to meet all needs • Guidance from individual support plans • Texts / resources chosen which are accessible • Children requiring support do not miss the same lesson every wek