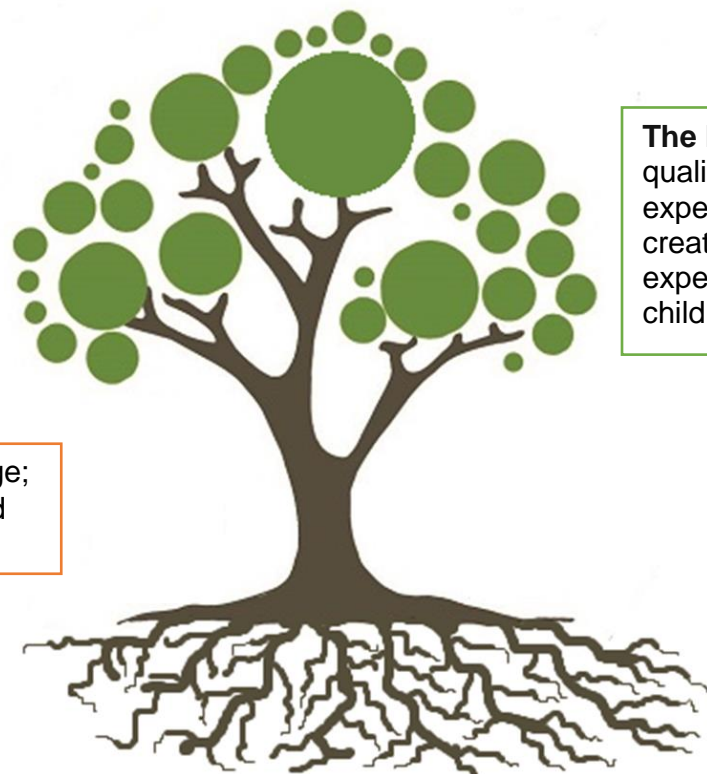


## Hanham Primary Federation Curriculum Development Plan

*Celebrating – Inspiring – Learning*

Our unique and creative curriculum provides a wide range of multi-sensory experiences, which engage motivate and inspire deep learning, and inspiration for life-long learning. At the core of our curriculum provision is the National Curriculum and the progression of key skills for each subject taught, ensuring our children receive a progressively challenging and engaging education that is personalised for Hanham Primary Federation.



**The trunk** - is the knowledge; the National Curriculum and key skills in every subject

**The branches and leaves** - the quality of the children's learning experience. The highly engaging, creative and multi-sensory experiences developed for our children.

**The roots** - are the life-long skills rooting the child; with the attitude to learn whatever the conditions, with greater confidence, competence and curiosity to face the uncertainties that life will surely present.

## Celebrating \* Inspiring \* Learning



### Vision Statement for the Wider Curriculum at Hanham Primary Federation

#### **We believe:**

That learning about the arts, humanities and the world around us is as important as learning literacy and numeracy skills

Learning knowledge is vital to deepening understanding but that this cannot exist in isolation from a skills-based approach

Learners deserve an engaging, robust curriculum which enables them to be active learners

That a fixed-mind-set is unhelpful for both learners and the curriculum; we want to foster a spirit of enquiry

That quality of learning in the wider curriculum should be of the same high standard across every class in the federation.

#### **We will:**

Give the wider curriculum a high profile and status and provide learners with high-quality, tasks which excite their curiosity and challenge their knowledge and skills;

Teach a curriculum rich in both disciplinary and substantive knowledge;

Link our curriculum to 'real-world' issues and events and provide learners with the opportunity to work on projects with genuine outcomes beyond what is assessed academically;

Intelligently design our curriculum so that it focuses on providing a greater depth of learning, not a greater breadth!

Agree and implement a consistency of language, semantics and belief across the federation.

**It is our aim to provide all learners at Hanham Primary Federation with an inspiring curriculum which celebrates the unique character of our community, location and pupils and develops a love of learning.**

Our curriculum is rich in language, knowledge and skills.

Our curriculum is based around 'hooks', inspiring events and experiences which draw children in to the learning. Pupil voice is always part of the planning process – we explore real issues with genuine significance.

Our curriculum is based around our school values (enjoyment, respect, independence, responsibility and perseverance). It is also linked to our three school rules (be ready, be safe, be respectful).

Our curriculum is based on the National Curriculum yet retains a local flavour; our learners know what it means to be from the Hanham area and to live in Britain. It also prepares learners for their role as global citizens.

	<b>Progress so far</b>
<b>Intent</b>	<p>Developed key drivers for the wider curriculum. These have been carefully arrived at having observed outstanding practice in a range of other schools. They reflect what is unique about the HPF curriculum whilst ensuring that the federation is compliance with its responsibilities under the national curriculum.</p> <p>Whole federation inset used to discuss curriculum drivers and discuss how these can be woven into a re-developed curriculum.</p>
<b>Implementation</b>	<p>We have created the role of the wider curriculum leader and given this role equal status as core curriculum leaders enjoy. Wider curriculum leaders meet with FLT termly as part of the wider curriculum steering group. Wider curriculum leaders have carried out audits of provision, book looks and have worked with year group leaders to develop new topics.</p> <p>Developed Wider Curriculum Guidance document (see below 1.1.). This was shared with staff are a list of ‘non-negotiables’ ahead of planning ‘new’ topics.</p> <p>Curriculum leaders have begun to map out topics ensuring there is no repetition of content (1.2).</p> <p>Whole federation trial topic taught in Term 6 2018-2019. This was based on the question “How can HPF save the world?”</p> <p>Discovery RE scheme of work purchased and implemented at both schools. An assessment system has been developed for RE based on the concept of ‘assessment by exception’.</p> <p>Curriculum statements uploaded to target tracker so that a similar method of assessing children can be applied across the wider curriculum, again using the concept of assessment by exception.</p>
<b>Impact</b>	<p>Significant improvement in the quality of work recorded in topic books during 2018-2019. This was acknowledged during LA review in March 2019 which cited cross-curricular writing (especially in UKS2) as an area of strength and considerable improvement from 2017-2018 observations.</p> <p>Positive learning and walks and book looks. Feedback recorded on Perspective as part of formal monitoring.</p> <p>Increased pupil engagement during the Term 6 shared topic trial.</p>

SDP Ref	Action	Who	Start	Finish	Desired Outcome	School RAG
3a1	FLT attendance at #Challenge event to learn outline of new OFSTED curriculum requirements (Sean Harford)	MC GH	T1	T1	Prepare and brief FLT to lead change	
3a2	FLT attendance at OFSTED Curriculum Workshop event to learn detail of new OFSTED curriculum requirements	MC GH	T2	T2	Prepare and brief FLT to lead change	
3a3	Staff CCG Groups are reviewed and refreshed to include a Wider Curriculum Group (WCG)	FLT	T1	T1	Develop school structures to lead, develop and review new curriculum	
3a4	Curriculum leadership roles identified for staff and current provision reviews carried out	SLs	T1	T1	Subject leaders in each school are clear about what is taught and when	
3a5	Initial WCG Group Meeting (all staff invited) to consider OFSTED changes and curriculum development	FLT GH	T1	T1	To share key thinking on curriculum development	
3a6	Key staff identified to drive Curriculum development (Wider Curriculum Steering Group)	FLT	T1	T1	To identify staff with expertise to drive change Gabby Howells FLT Nicky Bennet KS1 Georgi Guest KS2	
3a7	Pilot project to identify cross curricular links & impact judgements is developed in science	MR KS2 Science Lead	T1	T3	To trial planned units of work that can inform the development of planning documentation and assessment	
3a8	Federation Curriculum INSET Day to initiate work on development of new curriculum (Staff & Governors)	GH MC	T3	T3	To clarify the <b>Intent</b> of the new curriculum i.e. *To inspire learners *Based on HPF vision & Values *Ensure local context *Meet NC requirements *Develop links to build on prior knowledge & skills and deepen understanding *Prepare learners for the next stage of education	
3a9	WC Steering Group identify action plan to develop new curriculum	WCSG	T3	T3	Plan is produced to detail: *Intent (T1-2) *Implementation (T3-5) *Impact Measurement (T3-5) *Pilot Unit to be taught in T6	

## 2019-2020 Action Plan

Intended outcome	Actions	Who	When	Cost
<b>To build upon the HPF Curriculum Intent to deliver high quality learning units</b>	<ul style="list-style-type: none"> <li>• FLT engagement in #Challenge Curriculum development project to support and drive curriculum development</li> <li>• Collect intent statements to create clear vision for the curriculum. Share this with all staff</li> <li>• T1 Implementation of first unit of revised curriculum based on trialled and agreed principles</li> <li>• T1-5 Wider Curriculum Lead to work with Year Group Leads to devise and approve each new unit throughout the year. This is to develop breadth, progression and appropriate challenge.</li> <li>• T1 Introduction of Discovery RE scheme</li> <li>• T4 Introduction of REAL PE to KS2</li> <li>• Establish subject leaders in both schools ensuring all subjects are represented.</li> <li>• Group subject leaders into curriculum groups: Values, STEM, Humanities, Arts, Sport.</li> </ul>	FLT All MN WG SG & YGL  RE Teaching Team PE Leads FLT FLT	T1-6 T1 T1 T1-5  T1-6 T4-6 T1 T1	
<b>To inspire learners to develop a wide range of knowledge and interest in the curriculum through a range of learning experiences</b>	<ul style="list-style-type: none"> <li>• Developing key staff to support the creative use of ICT across the curriculum</li> <li>• To share best practice across year groups to develop capacity of all staff to plan and teach effective units</li> <li>• Identify and support teacher development required for curriculum areas and approaches (e.g. KS2 Computing)</li> <li>• Expanding the range of extra-curricular activities to extend provision.</li> </ul>	ICT Leads WC SG  WC SG  WC SG	T3-6 T1-6  T2-6  T1-6	
<b>To review and develop implementation of the wider curriculum at key points – to include best practice sharing (T1,T3 and T5)</b>	<ul style="list-style-type: none"> <li>• T1 Staff Meeting to review implementation and to share best practice</li> <li>• WC Leaders to create curriculum map based on values underpinning the curriculum</li> <li>• WC Leaders to work with YGL to plan for subsequent units and ensuring curriculum coverage</li> <li>• Provide subject knowledge CPD for subject leaders and share (based on identified need)</li> <li>• T3 Staff Meeting to review implementation and to share best practice</li> <li>• T5 Staff Meeting to review implementation and to share best practice</li> </ul>	WC SG WC SG WC Leaders  WC Leaders/FLT WC SG WC SG	T1 T1 T1-2  T2 T3 T4	
<b>To develop an effective and manageable assessment system that provides progress and attainment information at key points</b>	<ul style="list-style-type: none"> <li>• T1 principles of assessment system shared with staff</li> <li>• T1 Use of RE trial to record ongoing assessments</li> <li>• T3 agreed federation assessment system to be implemented</li> </ul>	WC SG JHT WC SG	T1 T1 T3	
<b>To ensure that planning enables all learners have appropriate challenge across the curriculum</b>	<ul style="list-style-type: none"> <li>• T1 New curriculum model implemented that includes differentiated objectives (Working Towards / ARE / GD)</li> <li>• Ensure that each topic has an appropriate 'hook'. Support where these do not meet expectations</li> <li>• T2-6 Regular learning walks / book scrutinies by Wider Curriculum Leads (followed by support and intervention)</li> <li>• The development of challenge and expectation in Explore at Y1</li> </ul>	WC SG  WC Leaders  WC SG  KS1 YG Leads + WC Lead	T1  T2  T2-6  T1-4	

## 1.1 Wider Curriculum Guidance 2019-20

Non-Negotiables	Considerations	Best Practice	School Considerations
<ul style="list-style-type: none"> <li>• The topic should be based around high quality experiences for children (e.g. trips / visitors / multi-media / range of activities)</li> <li>• High quality learning resources identified and used. Activities that prioritise thinking and mastery over task completion</li> <li>• Topics should include a range of learning experiences (see note below)</li> <li>• Pupil voice should have an impact on topic planning</li> <li>• All topics focused on NC outcomes</li> <li>• English and Maths learning is embedded through wider curriculum learning</li> <li>• Topic cover sheet outlining LOs included</li> <li>• Supporting texts must be challenging and stretch learners</li> <li>• Topic based display area supports learning and demonstrates achievement (developed throughout the project)</li> <li>• Class displays re-used in corridors to show previous topics</li> <li>• Classes maintain topic folders that gather examples of outcomes (written / art / photos / speech bubbles / etc) across the year</li> <li>• Knowledge Organisers capture key knowledge and vocabulary</li> <li>• HPF Planning Format in place for each unit</li> <li>• Science, RE and PE taught discreetly (some science in topic possible at KS1 as long as science LOs not diluted and assessment possible)</li> <li>• Wider curriculum assessments updated as the year goes on TBC</li> <li>• Use a short topic 'hot task' to assess learning (TBA)</li> </ul>	<ul style="list-style-type: none"> <li>• Clear identification of objectives will make assessment easier</li> <li>• KO Vocab: make sure it includes Tier 3 technical and Tier 2 words</li> <li>• Be aware of the spread of the year. Topics can be punctuated by focus weeks (e.g. Art / DT / Working Scientifically) and don't have to start and end at school holidays.</li> <li>• Use key high quality fiction texts to support topic learning where appropriate and engaging.</li> <li>• Topic linked fiction texts should be supported by non-fiction texts (before or during) to provide knowledge to access the text. E.g. It would help to look at NF books on WW1 before reading War Horse – this will provide some of the knowledge they require.</li> <li>• Think about how class texts used to teach, or for pleasure include: Cultural diversity, Stories from alternative cultures, Female role models in history, positive BME role models, Religious diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• Give children access to regular poetry – this could be at the end of the day / week and just for enjoyment</li> <li>• Share books for fun / enjoyment</li> <li>• Use music related to topics during the school week. Could be at start of day / incidental times or while they are working. E.g a Space topic could focus on 'The Planet Suite' or a focus on the seasons would lend itself to a bit of Vivaldi!</li> <li>• Topics have a real life outcome: Letter writing (to appropriate people) / Class museum / open classroom / share with local history society / class assembly / performance / protest or demonstration / local press / publish (ClassDojo, website, School YouTube Channel etc) /)</li> <li>• Regular opportunities for children to develop their oracy (to confidently speak aloud).</li> </ul>	<ul style="list-style-type: none"> <li>• Time lines in every classroom?</li> <li>• The role of poetry</li> <li>• Reading for pleasure – includes reading areas and libraries</li> <li>• ££££</li> </ul>

**Learning Experiences:** Children should have a range of learning experiences across a school year. These could link curriculum areas and should include.

<ul style="list-style-type: none"> <li>• Research and enquiry</li> <li>• Structured debates and discussions</li> <li>• Drama activities</li> <li>• Role play</li> <li>• Use of artefacts and real objects</li> <li>• Song</li> <li>• Music</li> <li>• Performance</li> <li>• Extended Writing for purpose</li> <li>• Investigations</li> </ul>	<ul style="list-style-type: none"> <li>• Expert visitors</li> <li>• Kinaesthetic activity – linking actions to ideas / songs</li> <li>• Artwork</li> <li>• Dance</li> <li>• Comic strips</li> <li>• Story based learning</li> <li>• Local visit (walk)</li> <li>• Videos</li> <li>• Public Speaking</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Visit (Coach)</li> <li>• Outdoor learning</li> <li>• Problem solving</li> <li>• Real life context</li> <li>• Video Blogs</li> <li>• Extended mathematical learning: using graphs / tables / charts</li> <li>• Cookery</li> <li>• Devising games (ICT &amp; Physical)</li> <li>• Experiments (Fair Testing)</li> </ul>
--	---	--



## 1.2 HPF – Topic Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6*
YR	<b>Down to the woods</b> PSHE	<b>Colours and candlelight</b> Festivals and celebration KUW	<b>Fabulous Families</b> Geography – letters from home – local area	<b>Roots, Shots and Fruits</b> Science – healthy eating & plants	<b>Ee i ee i o!</b> Science - animals	<b>Akuna Mata</b> Geog - Africa
Y1	<b>All about me</b> Geog – human and physical features of school Art - Portraits	<b>Brrrrrrr! It's cold outside</b> Geog DT and Sci (materials, Artic and animals)	<b>Jungles</b> Science Plants and animals		<b>Great Fire of London</b> History	<b>Magic</b> Science Ore and wonder
Y2	<b>Kapow</b> PSHE DT - sewing	<b>In a far away land (Japan)</b> Geog and culture	<b>The land that time forgot (Dinosaurs)</b> History Geography	<b>Ahoy! (Pirates)</b> Geog – maps History – famous pirates	<b>Australia</b> Geog Science - plants	<b>Roll up, roll up!</b> (circus) PE and History
Y3	<b>Toy stories</b> DT	<b>Amazing Egyptians</b>	<b>Where in the World?</b> Geography	<b>Sticks and stones</b> Stone age	<b>Dinosaurs</b> Rocks and soils	<b>Plants</b>
Y4	<b>Europe</b> Geography Based (next year I plan it to be the British Isles - tried out in term 5 this year)	<b>Bristol</b> Geography Based (next year I plan to compare to a village as in the objectives)	<b>Romans</b>		??	<b>Habitats</b> Science Based (this year federation project)
Y5	<b>Roald Dahl</b> (linked to properties of materials in science)	<b>Anglo Saxons</b>	<b>Space</b>		<b>Inventions</b>	<b>Rainforests</b>
Y6	<b>WW1</b>		<b>The Vikings</b>		<b>The Greeks</b>	

\* In term 6 we have a Federation topic every other year.