

Hopton Primary School

Curriculum Intent Statement

Intent

To provide a creative, knowledge –engaged curriculum to ensure coverage and progression of core skills for all.

Our curriculum builds progressive core knowledge and threads developing a range of learning skills and subject skills. Our curriculum should lead to pupils being able to recall and describe the knowledge and concepts in familiar, unfamiliar, local and global contexts. Our curriculum is designed to enable pupils to make connections between their developing knowledge and concepts, their prior learning, and their lived experiences. Our curriculum enables our pupils to be successful, confident, and responsible individuals and citizens.

We aim to construct a curriculum that's ambitious and designed to give **all** pupils, regardless of the barriers they may face, the knowledge and cultural capital they need to succeed in life, examining our context, cohort and community in creating our vision.

Coherent and rigorous

At Hopton we aim to provide a coherent curriculum by paying attention to the core threads that children can access the curriculum through.

A central part of the rationale for identifying core threads is that they provide guidance in the selection of curriculum content, with the aim of ensuring that students' activities are the most worthwhile for their learning and make best use of precious and limited classroom time. Pupils' intellectual development and knowledge-retention is supported by structuring learning according to these few carefully selected core themes and returning to them frequently, giving context and familiar language on which to build new learning. These core themes are continually returned to and reinforced in order to create an organised, easily-understood and progressive structure of learning. This principle is about making connections and constant reference to a bigger picture.

Our curriculum philosophy is based on the premise that: *'Our short-term working memory is limited, and cannot be increased, but background knowledge enables us to make more effective use of whatever short-term working memory we have.'*

(William 2018) Thus, our sequencing of learning enables acquisition and retrieval of knowledge and skills without overloading working memory.

Running through these core threads, we teach discrete subjects, each with a clear skills progression to ensure children successfully build on their prior learning.

It is essential that the 'core threads' running through each subject are understood by the children and become part of their common classroom language. This is achieved by using the themes in subject-specific displays, explaining the concepts' verbally and referring to them in lesson plans.

Each subject has a tradition of subject-specific vocabulary and a body of knowledge and skills; mastery of these individual disciplines through our core themes then allows children to make real, robust links with other subjects and apply their knowledge and skills widely.

Locality

Reinforcing our curriculum through our local community and cultural connections. We are exceptionally proud of our local school and how it forms part of the rich history of Mirfield and we aim to embed British Values and Cultural Capital in our curriculum through opportunities to work with our local community.

Significant People

Reinforcing our curriculum through the opportunities to study and celebrate significant people that inspire and reflect our diverse community and relevance to our school environment.

Human Influence

Reinforcing our curriculum through developing children's understanding of the impact of humans, both positive and negative on our world and the vital role we play by being aware of the importance of our own health and well-being; compassion for each other; and care for the wider society and our environment.

The Wider World

Reinforcing our curriculum through enabling our children to be true global citizens and maximising their cultural capital; they need to be able to appreciate the biodiversity of the natural world and the many cultures beliefs and environments that make up our world.

Comparison

Reinforcing our curriculum through understanding what they are learning by having the ability to compare and contrast (what is the same, what is different...) whether these be cultural comparisons, a celebration of diversity or specific comparisons of models such as in maths.

Investigation

Reinforcing our curriculum through developing an investigative approach, central to developing their own learning awareness from enquiry in subjects such as history to investigative approaches in science, maths and art and design.