Rationale

POWERFUL KNOWLEDGE

Our curriculum is ambitious, sequential and coherent so that our pupils understand and remember their learning more effectively. We have devised a knowledge-rich curriculum to give our pupils access to the very best curriculum content. This ensures that pupils secure a solid base to build upon as they move through school and into Key Stage 3 and beyond. Powerful knowledge is at the heart of the curriculum. We set out precisely what pupils will know and be able to do in each subject (see individual subject maps); we want our pupils to acquire specialised knowledge in a range of subject disciplines. This will include both disciplinary knowledge and substantive knowledge within each area of study. The curriculum promotes long-term learning and we believe that progress means knowing more, doing more and remembering more; as pupils learn the content of the curriculum, they are making progress. The development of the curriculum is underpinned by 8 researched-informed principles and 10 components of learning (see Teaching and Learning framework); we expect all pupils to remember their learning into the future. Therefore, we have ensured that there are regular opportunities for the pupils to re-visit and review their learning across all curriculum areas. We make use of knowledge organisers and knowledge notes to ensure children know exactly which information is expected to be learned over the course of their study in a particular subject. We provide opportunities for children to use and apply the knowledge, understanding and skills accumulated through meaningful, exciting and enjoyable contexts. We believe that the most effective way to deliver the curriculum is based around exciting and challenging learning experiences rooted within a strong literacy framework. To prepare the pupils for academic success, a key component to our curriculum is the development of pupils' vocabulary through explicit instruction.

AMBITION CURRICULUM

At Harpfield Primary Academy, we strive to support and nurture learners who have a rich **curiosity** for their learning and of the world. We aim to provide all our children with **essential life skills** and develop their **confidence** to enable them to believe in themselves. We want each Harpfield child to be **ambitious, successful,** and most importantly, **happy**. Children should leave us being **well-equipped** for high school and beyond and confident enough to handle the challenges of the wider world; academically and socially. We aim to develop knowledge, understanding and skills within our children to encourage them to be **expressive** of their opinions and have the **self-belief** to drive their views and passions in a way

in which makes their lives and those of others better. Our **broad and balanced curriculum** ensures that learning at Harpfield celebrates and develops children's individual knowledge, skills and talents and provides each and every child an opportunity to blossom in our care.

At Harpfield, we wish to reinforce the importance of citizenship and British values by ensuring our curriculum offers our pupils the chance to learn about their local environment, culture and heritage. Our core values are at the heart of everything we do; they are: collaboration, respect, equality, ambition, trust, independent, voice, empathy (CREATIVE).

Processes

Our curriculum will have planned:

- ✓ Disciplinary and substantive knowledge with subject concepts threaded throughout
- ✓ A love for reading and links to class novels
- ✓ WOW experiences including educational visits and visitors
- ✓ Mastery learning
- ✓ Rich connections across the different subjects
- ✓ Integration of new and emerging technology
- ✓ A focus on the local environment, culture and heritage
- ✓ Progressive core vocabulary
- ✓ Themed days and weeks
- ✓ Purposeful links to essential life skills: listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork
- ✓ Retrieval Practice

HARPFIELD PRIMARY ACADEMY

Creative Education Trust
'Achieving Success Together'

CURRICULUM DESIGN	Building upon EYFS Y1	Y2	Y3	Y4	Y5	Y6
Maths	5 Big Ideas – NCETM to be taught using White Rose small steps – supplemented with a range of high-quality resources					
Literacy – class novels and poetry *Genres and non-fiction texts are detailed on the Literacy long term overview* *Each year will begin with 'The Place Value of Punctuation and Grammar'.*	Julia Donaldson author study POETRY Acrostics Shape Riddles	Hans Christian Anderson – The Snow Queen Margaret Nash - Toby and the Great Fire of London Ted Hughes – Iron Man POETRY Diamantes Haiku Free verse	Michael Foreman – War Game Christina Balit - Escape from Pompeii Dick King Smith Author Study - Titus Rules Dinosaur Trouble Hodgeheg POETRY Clerihews Limericks Free verse	Sophie McKenzie - Time Train to Blitz Cressida Cowell – How to Train your Dragon Michael Murpurgo – Toro Toro POETRY Kennings Tetractys Free verse	Brian Selznick – Hugo Onjali Rauf – The Boy at the Back of the Classroom Marica Williams – Greek Myths POETRY Haiku/Senryus Renga Free verse	Michelle Paver – Wolf Brother J.K Rowling - Harry Potter Marcia Williams – Shakespeare & The Tudors plus a chosen Shakespeare play to study POETRY Ottava rima Iambic pentameter Free verse
Other pieces of literature may be brought in to support the teaching of science and the foundation subjects						
Science – blocked modular (KS1), increased frequency (KS2)	**Everyday materials (D&T)** - Recognising different materials - Describe simple properties of materials - Classifying different materials	**Plants** - How seeds and bulbs grow - the needs of a plant **Animals including Humans** - Offspring - Basic needs of a human	**Animals including Humans** - Role of the skeleton -Nutrition and diet **Plants** - Structure of a plant - life cycle of a plant	**Animals including Humans** -Digestive system - Teeth **States of matter** - Grouping (solid, liquid, gas) -Heating and cooling	**Animals including Humans** - Life cycles of Humans and other animals Life cycles of plants **Living things and their habitats** - Life cycle of an amphibian, bird,	**Animals including Humans** - Human circulatory system - Diet, exercise and drugs **Living things and their habitats** - Classification of living things.

	Seasonal changes (Geography link) -The sun -The changing seasons -The weather Science: **Animals including Humans** -parts of the body -senses (of humans) Science: **Plants** - name and identify the parts of a plant Science: **Animals including Humans** -parts of the body -classification (of animals)	- Exercise and hygiene Science: **Living things and their habitats** - exploring living/ non-living things, role of habitat, food chains Science: **Everyday materials and their uses** - identify and compare, how objects can be changed	How water travels in plants Role of flowers **Rocks** - Physical properties and classification -Fossil formation -How soil is made **Forces and magnets** -How magnets attract and repel. -Magnetic objects - Movement **Light-** observe and name sources of light, reflections and shadows.	-Evaporation and condensation. - The Water Cycle **Sound** -Sources of sound - How sound is made - Pitch and volume **Living things and their habitats** - classification using keys, changing environments and habitats, food chains	mammal and insect. - Process of reproduction. **Properties and changes of materials** - Properties -Using simple fair tests to classify **Forces** - Gravity, air resistance and friction. -pulleys and gears	-Reasons for classification **Evolution and inheritance** - Adaptation and evolution -parent offspring inheritance. **Light** -How light travels -reflection
History, Geography, Art and D&T **SEE INDIVIDUAL SUBJECT CURRICULUM**	HISTORY Toys Florence Nightingale and Mary Seacole GEOGRAPHY	HISTORY Scott of the Antarctic The Great Fire of London Transport GEOGRAPHY	HISTORY WW1 Local area study GEOGRAPHY The UK The local area Extreme Earth	HISTORY WW2 Anglo-Saxons and Vikings GEOGRAPHY Scandinavia study	HISTORY Mayans Romans Ancient Greece GEOGRAPHY Mexico study and comparison	HISTORY Ancient Civilisations Stone Age to Iron Age (Additional Y6 project – Past Monarchs study)

MAPS FOR MORE DETAILS.	Local area and the UK Seasons (link to Science) ART Drawing Painting 3D Collage D&T Structures Food and Nutrition Mechanisms – Sliders and levers	Continents and Oceans Antarctica study and comparison The Seaside ART Drawing Painting Printmaking Textiles and Collage D&T Understanding materials Textiles Food and Nutrition	ART Drawing and painting Printmaking Textiles and Collage 3D D&T Structures Food and Nutrition Mechanisms – Levers and Linkages	Spain study and comparison The Water Cycle (link to Science) ART Drawing Painting and Collage Printing and Textiles 3D and collage D&T Textiles Electric Systems Food and Nutrition	Space (link to Science) Rivers ART Drawing Printmaking Textiles and Collage 3D D&T Structures Food and Nutrition Mechanisms – Pulleys and gears	GEOGRAPHY Settlements Maps ART Drawing and Painting Painting Printing and Textiles 3D D&T Textiles Food and Nutrition Electrical Systems
PSHE & RSE **SEE INDIVIDUAL SUBJECT CURRICULUM MAPS FOR MORE DETAILS.**	Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe Mental well-being Internet safety and harms	Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe Mental well-being Internet safety and harms	Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe Mental well-being Internet safety and harms	Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe Mental well-being Internet safety and harms	Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe Mental well-being Internet safety and harms	Families and people who care for me Caring friendships Respectful relationships Online relationships Being safe Mental well-being Internet safety and harms

	Physical health and fitness Healthy eating Health & prevention Basic first aid Living in the wider world Financial education British Values & Citizenship	Physical health and fitness Healthy eating Health & prevention Basic first aid Living in the wider world Financial education British Values & Citizenship	Physical health and fitness Healthy eating Drugs, alcohol & tobacco Health & prevention Basic first aid Living in the wider world Financial education British Values & Citizenship	Physical health and fitness Healthy eating Drugs, alcohol & tobacco Health & prevention Basic first aid Living in the wider world Financial education British Values & Citizenship	Physical health and fitness Healthy eating Drugs, alcohol & tobacco Health & prevention Basic first aid Living in the wider world Financial education British Values & Citizenship	Physical health and fitness Healthy eating Drugs, alcohol & tobacco Health & prevention Basic first aid Changing adolescent body Living in the wider world Financial education British Values & Citizenship
RE (Discovery RE + SOT syllabus) **SEE INDIVIDUAL SUBJECT CURRICULUM MAPS FOR MORE DETAILS.**	**Christianity** **Judaism** **Thematic -** linking different religions, similar beliefs and how we adapt this to our lives.	**Christianity** **Islam** **Thematic -** linking different religions, similar beliefs and how we adapt this to our lives.	**Christianity** **Islam** **Hinduism** **Thematic -** linking different religions, similar beliefs and how we adapt this to our lives.	**Christianity** **Islam** **Judaism** **Thematic -** linking different religions, similar beliefs and how we adapt this to our lives.	**Christianity** **Hinduism** **Thematic -** linking different religions, similar beliefs and how we adapt this to our lives.	**Christianity** **Islam** **Humanist** **Thematic -** linking different religions, similar beliefs and how we adapt this to our lives.
Computing **SEE INDIVIDUAL SUBJECT CURRICULUM MAPS FOR MORE DETAILS.**	TEACH COMPUTING Technology Around Us Digital painting Digital writing Grouping data Moving a robot	TEACH COMPUTING An introduction to quizzes Robot algorithms Pictograms Making music Digital photography	TEACH COMPUTING Connecting Computers Animation Desktop publishing Branching databases	TEACH COMPUTING The Internet Audio editing Photo editing Data logging Repetition in shapes	TEACH COMPUTING Sharing information Vector drawing Video editing Flat-file databases	TEACH COMPUTING Communication 3D modelling Web page creation Spreadsheets Variables in games Sensing

	Introduction to animation E-safety (Project Evolve)	IT around us E-safety (Project Evolve)	Sequence in music Events and actions E-safety (Project Evolve)	Repetition in games E-safety (Project Evolve)	Selection in physical computing Selection in quizzes E-safety (Project Evolve)	E-safety (Project Evolve)
MFL **SEE INDIVIDUAL SUBJECT CURRICULUM MAPS FOR MORE DETAILS.**	Greetings	Greetings Colours Numbers to 10	Goethe Institut – Felix and Franzi	Goethe Institut - Felix and Franzi	Goethe Institut – Karla und Kai	Goethe Institut – Karla und Kai
Music **SEE INDIVIDUAL SUBJECT CURRICULUM MAPS FOR MORE DETAILS.**	Perform Compose Appraise Musicianship Inter-related dimensions	Perform Compose Appraise Musicianship Inter-related dimensions	Perform Compose Appraise Musicianship Inter-related dimensions	Perform Compose Appraise Musicianship Inter-related dimensions	Perform Compose Appraise Musicianship Inter-related dimensions	Perform Compose Appraise Musicianship Inter-related dimensions
PE **SEE INDIVIDUAL SUBJECT CURRICULUM MAPS FOR MORE DETAILS.**	GET SET 4 PE Gymnastics Dance Games Athletics & fitness **Significant people:** Gymnast- Beth Tweddle (UK)	GET SET 4 PE Gymnastics Dance Games Athletics & fitness **Significant people:** Gymnast- Louis Smith (UK)	GET SET 4 PE Gymnastics Dance Games Athletics & fitness OAA **Significant people:** Gymnast- Max Whitlock (UK)	GET SET 4 PE Gymnastics Dance Games to include: football, netball/basketball, tag rugby, hockey, cricket and tennis, Athletics & fitness Swimming	GET SET 4 PE Gymnastics Dance Games to include: football, tag rugby, basketball, netball, volleyball, hockey, rounders and cricket, badminton and tennis Athletics & fitness	GET SET 4 PE Gymnastics Dance Games –football, tag rugby, basketball, netball, volleyball, hockey, dodgeball, rounders and cricket, badminton and tennis

	Dancer- Darcey Bussell (UK) Sports star- Marcus Rashford (UK) Athlete- Mo Farah/Paula Radcliffe (UK) Paralympian- Ade Adepitan	Dancer- Torvill & Dean (UK) Sports star- Sir Stanley Matthews (UK) Athlete- Ashleigh Nelson (UK) Paralympian- Tanni Grey-Thompson	Dancer- AJ Pritchard (UK) Sports star- Tracey Neville (UK) Athlete- Jazmin Sawyers (UK) Paralympian- Kadeena Cox	**Significant people:** Gymnast- Bryony Page (UK) Dancer- Rambert Dance Company (e.g Christopher Bruce) Sports star- Rafael Nadal (ESP) Athlete - Steve Backley/Jonathan Edwards (UK) Paralympian- Jonnie Peacock	Swimming OAA **Significant people:** Gymnast- Simone Biles (USA) Dancer- Matthew Bourne (UK) Sports star- Gail Emms (UK) Athlete- Kelly Holmes (UK) Paralympian- Stephen Miller	Athletics Swimming OAA **Significant people:** Gymnast- Svetlana Khorkina (RUS) Dancer- Ashley Banjo (UK) Sports star- Imran Sherwani (UK) Athlete- Jessica Ennis-Hill (UK) Paralympian – Ellie Simmonds
* ESSENTIAL LIFE SKILLS: listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork*						
Non-negotiable visits (A variety of other visits/visitors should be planned in throughout the year).	Trip to the Brampton Park and Museum (LINKS TO THE LOCAL AREA & TOYS)	Trip to New Brighton Beach (LINKS TO ON THE BEACH)	Trip to a Pottery Museum (LINKS TO THE POTTERIES)	Trip to Cannock Chase (LINKS TO WW2)	Trip to Jodrell Bank (LINKS TO EARTH AND SPACE)	Trip to Stanley Head residential (LINKS TO PE OAA)
Science key areas: scientific inquiry and investigations, reasoning and thinking skills, applications to the real world, ask questions, make predictions, set up fair tests, make observations, make accurate measurements and record data, report findings and draw conclusions						

Geography key areas: Locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork
History key areas: chronological understanding, knowledge and interpretation, historical enquiry
Art key areas: study different types of art, to work in the style of an artist and develop own ideas, to look at art from different cultures and times
D&T key areas: design, make and evaluate through creative and practical activities