

## **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.

### **PERSONAL DEVELOPMENT**

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 (see Personal Development offer). 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

| CURRICULUM DESIGN                                                                                                                                                                                                                 | Building upon EYFS Y1                                                                                                                                                                                                        | Y2                                                                                                                                                                                                                                                                       | Y3                                                                                                                                                                                                                                                                          | Y4                                                                                                                                                                                                                                                                                                                 | Y5                                                                                                                                                                                                                                                                                                     | Y6                                                                                                                                                                                                                                                                                          |
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| <b>Maths</b>                                                                                                                                                                                                                      | 5 Big Ideas – NCETM to be taught using White Rose small steps – supplemented with a range of high-quality resources                                                                                                          |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                             |
| <p><i>Literacy – class novels and poetry</i></p> <p><i>Genres and non-fiction texts are detailed on the Literacy long term overview</i></p> <p><i>Each year will begin with 'The Place Value of Punctuation and Grammar'.</i></p> | <p>Julia Donaldson author study</p> <p>POETRY Acrostics</p>                                                                                                                                                                  | <p>Hans Christian Anderson – The Snow Queen</p> <p>Margaret Nash - Toby and the Great Fire of London</p> <p>Ted Hughes – Iron Man</p> <p>POETRY Diamante</p>                                                                                                             | <p>Michael Foreman – War Game</p> <p>Christina Balit - Escape from Pompeii</p> <p>Dick King Smith Author Study - Titus Rules Dinosaur Trouble Hodgeheg</p> <p>POETRY Haiku</p>                                                                                              | <p>Sophie McKenzie - Time Train to Blitz</p> <p>Cressida Cowell – How to Train your Dragon</p> <p>Michael Murpurgo – Toro Toro</p> <p>POETRY Clerihew</p>                                                                                                                                                          | <p>Brian Selznick – Hugo</p> <p>Onjali Rauf – The Boy at the Back of the Classroom</p> <p>Marica Williams – Greek Myths</p> <p>POETRY Kenning</p>                                                                                                                                                      | <p>Michelle Paver – Wolf Brother</p> <p>J.K Rowling - Harry Potter</p> <p>Marcia Williams – Shakespeare &amp; The Tudors plus a chosen Shakespeare play to study</p> <p>POETRY Iambic pentameter</p>                                                                                        |
| *Other pieces of literature may be brought in to support the teaching of science and the foundation subjects – see reading curriculum document*                                                                                   |                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                             |
| Science – blocked modular (Y1), increased frequency (Y2 /KS2)                                                                                                                                                                     | <p><b>Everyday materials (D&amp;T)</b></p> <ul style="list-style-type: none"> <li>- Recognising different materials</li> <li>- Describe simple properties of materials</li> <li>- Classifying different materials</li> </ul> | <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>- How seeds and bulbs grow</li> <li>- the needs of a plant</li> </ul> <p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>- Offspring</li> <li>- Basic needs of a human</li> </ul> | <p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>- Role of the skeleton</li> <li>-Nutrition and diet</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>- Structure of a plant</li> <li>- life cycle of a plant</li> </ul> | <p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>-Digestive system</li> <li>- Teeth</li> </ul> <p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>- Grouping (solid, liquid, gas)</li> <li>-Heating and cooling</li> <li>-Evaporation and condensation.</li> </ul> | <p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>- Life cycles of Humans and other animals</li> <li>Life cycles of plants</li> </ul> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>- Life cycle of an amphibian, bird,</li> </ul> | <p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>- Human circulatory system</li> <li>- Diet, exercise and drugs</li> </ul> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>- Classification of living things.</li> </ul> |

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|                                                                                                   | <p><b>Seasonal changes (Geography link)</b></p> <ul style="list-style-type: none"> <li>-The sun</li> <li>-The changing seasons</li> <li>-The weather</li> </ul> <p><u>Science: Animals including Humans</u></p> <ul style="list-style-type: none"> <li>-parts of the body</li> <li>-senses (of humans)</li> </ul> <p><u>Science: Plants</u> - name and identify the parts of a plant</p> <p><u>Science: Animals including Humans</u></p> <ul style="list-style-type: none"> <li>-parts of the body</li> <li>-classification (of animals)</li> </ul> | <ul style="list-style-type: none"> <li>- Exercise and hygiene</li> </ul> <p><u>Science: Living things and their habitats</u> - exploring living/ non-living things, role of habitat, food chains</p> <p><u>Science: Everyday materials and their uses</u> - identify and compare, how objects can be changed</p> | <p>How water travels in plants</p> <p>Role of flowers</p> <p><b>Rocks</b></p> <ul style="list-style-type: none"> <li>- Physical properties and classification</li> <li>-Fossil formation</li> <li>-How soil is made</li> </ul> <p><b>Forces and magnets</b></p> <ul style="list-style-type: none"> <li>-How magnets attract and repel.</li> <li>-Magnetic objects</li> <li>- Movement</li> </ul> <p><b>Light</b>- observe and name sources of light, reflections and shadows.</p> | <ul style="list-style-type: none"> <li>- The Water Cycle</li> </ul> <p><b>Sound</b></p> <ul style="list-style-type: none"> <li>-Sources of sound</li> <li>- How sound is made</li> <li>- Pitch and volume</li> </ul> <p><b>Living things and their habitats</b> - classification using keys, changing environments and habitats, food chains</p> | <p>mammal and insect.</p> <ul style="list-style-type: none"> <li>- Process of reproduction.</li> </ul> <p><b>Properties and changes of materials</b></p> <ul style="list-style-type: none"> <li>- Properties</li> <li>-Using simple fair tests to classify</li> </ul> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>- Gravity, air resistance and friction.</li> <li>-pulleys and gears</li> </ul> | <p>-Reasons for classification</p> <p><b>Evolution and inheritance</b></p> <ul style="list-style-type: none"> <li>- Adaptation and evolution</li> <li>-parent offspring inheritance.</li> </ul> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>-How light travels</li> <li>-reflection</li> </ul> |
| <p><i>History, Geography, Art and D&amp;T</i></p> <p><b>SEE INDIVIDUAL SUBJECT CURRICULUM</b></p> | <p><b>HISTORY</b></p> <p>Toys</p> <p>Florence</p> <p>Nightingale and Mary Seacole</p> <p><b>GEOGRAPHY</b></p> <p>Local area</p>                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>HISTORY</b></p> <p>Scott of the Antarctic</p> <p>The Great Fire of London</p> <p>Transport</p> <p><b>GEOGRAPHY</b></p>                                                                                                                                                                                     | <p><b>HISTORY</b></p> <p>WW1</p> <p>Local area study</p> <p><b>GEOGRAPHY</b></p> <p>The UK</p> <p>The local area</p> <p>Extreme Earth</p>                                                                                                                                                                                                                                                                                                                                         | <p><b>HISTORY</b></p> <p>WW2</p> <p>Anglo-Saxons and Vikings</p> <p><b>GEOGRAPHY</b></p> <p>Scandinavia study</p>                                                                                                                                                                                                                                | <p><b>HISTORY</b></p> <p>Mayans</p> <p>Romans</p> <p>Ancient Greece</p> <p><b>GEOGRAPHY</b></p> <p>Mexico study and comparison</p>                                                                                                                                                                                                                                                                               | <p><b>HISTORY</b></p> <p>Ancient Civilisations</p> <p>Stone Age to Iron Age</p> <p>(Additional Y6 project – Past Monarchs study)</p>                                                                                                                                                                          |

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| <b>MAPS FOR MORE DETAILS.</b>                                                                | <p>The UK Maps</p> <p>ART<br/>Drawing<br/>Painting<br/>3D<br/>Collage</p> <p>D&amp;T<br/>Construction<br/>Food and Nutrition<br/>Textiles</p> | <p>Continents and Oceans<br/>Hot and Cold<br/>The Seaside</p> <p>ART<br/>Drawing<br/>Painting<br/>Printmaking<br/>Textiles and Collage</p> <p>D&amp;T<br/>Construction<br/>Food and Nutrition<br/>Textiles</p> | <p>ART<br/>Drawing and painting<br/>Printmaking<br/>Textiles and Collage<br/>3D</p> <p>D&amp;T<br/>Construction<br/>Food and Nutrition<br/>Textiles</p> | <p>Spain study and comparison<br/>The Water Cycle (link to Science)</p> <p>ART<br/>Drawing<br/>Painting and Collage<br/>Printing and Textiles<br/>3D and collage</p> <p>D&amp;T<br/>Construction<br/>Food and Nutrition<br/>Textiles</p> | <p>Space (link to Science)<br/>Rivers</p> <p>ART<br/>Drawing<br/>Printmaking<br/>Textiles and Collage<br/>3D</p> <p>D&amp;T<br/>Construction<br/>Food and Nutrition<br/>Textiles</p> | <p>GEOGRAPHY<br/>Settlements<br/>Maps</p> <p>ART<br/>Drawing and Painting<br/>Painting<br/>Printing and Textiles<br/>3D</p> <p>D&amp;T<br/>Construction<br/>Food and Nutrition<br/>Textiles</p> |
| <p>PSHE &amp; RSE</p> <p><b>SEE INDIVIDUAL SUBJECT CURRICULUM MAPS FOR MORE DETAILS.</b></p> | <p>Relationships, Families and Friends<br/>Staying Safe<br/>Personal Development and Social<br/>Responsibility<br/>Health and Wellbeing</p>   | <p>Relationships, Families and Friends<br/>Staying Safe<br/>Personal Development and Social<br/>Responsibility<br/>Health and Wellbeing</p>                                                                    | <p>Relationships, Families and Friends<br/>Staying Safe<br/>Personal Development and Social<br/>Responsibility<br/>Health and Wellbeing</p>             | <p>Relationships, Families and Friends<br/>Staying Safe<br/>Personal Development and Social<br/>Responsibility<br/>Health and Wellbeing</p>                                                                                              | <p>Relationships, Families and Friends<br/>Staying Safe<br/>Personal Development and Social<br/>Responsibility<br/>Health and Wellbeing</p>                                          | <p>Relationships, Families and Friends<br/>Staying Safe<br/>Personal Development and Social<br/>Responsibility<br/>Health and Wellbeing</p>                                                     |
| <p>RE (Discovery RE + SOT syllabus)</p>                                                      | <p><b>Christianity</b><br/><b>Judaism</b><br/><b>Thematic</b> - linking different religions,</p>                                              | <p><b>Christianity</b><br/><b>Islam</b><br/><b>Thematic</b> - linking different religions,</p>                                                                                                                 | <p><b>Christianity</b><br/><b>Islam</b><br/><b>Hinduism</b></p>                                                                                         | <p><b>Christianity</b><br/><b>Islam</b><br/><b>Judaism</b></p>                                                                                                                                                                           | <p><b>Christianity</b><br/><b>Hinduism</b><br/><b>Thematic</b> - linking different religions,</p>                                                                                    | <p><b>Christianity</b><br/><b>Islam</b><br/><b>Humanist</b></p>                                                                                                                                 |

[illegible]

| MAPS FOR MORE DETAILS.                                                | Inter-related dimensions                                                                                                                                                                                                                                                                     | Inter-related dimensions                                                                                                                                                                                                                                                                                                                | Inter-related dimensions                                                                                                                                                                                                                                                                  | Inter-related dimensions                                                                                                                                                                                                                                                                                                                    | Inter-related dimensions                                                                                                                                                                                                                                                                                    | Inter-related dimensions                                                                                                                                                                                                                                                                                                   |
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| PE<br><b>SEE INDIVIDUAL SUBJECT CURRICULUM MAPS FOR MORE DETAILS.</b> | GET SET 4 PE<br>Dance<br>Gymnastics<br>Ball skills<br>Invasion games<br>Athletics<br><br><b>Significant people:</b><br>Gymnast- Beth Tweddle (UK)<br>Dancer- Darcey Bussell (UK)<br>Sports star- Marcus Rashford (UK)<br>Athlete- Mo Farah/Paula Radcliffe (UK)<br>Paralympian- Ade Adepitan | GET SET 4 PE<br>Ball skills<br>Dance<br>Gymnastics<br>Invasion games<br>Athletics<br>Striking & fielding/ net & wall games<br><br><b>Significant people:</b><br>Gymnast- Louis Smith (UK)<br>Dancer- Torvill & Dean (UK)<br>Sports star- Sir Stanley Matthews (UK)<br>Athlete- Ashleigh Nelson (UK)<br>Paralympian- Tanni Grey-Thompson | GET SET 4 PE<br>Football<br>Dance<br>Gymnastics<br>Netball<br>Athletics<br>Cricket<br>Tennis<br><br><b>Significant people:</b><br>Gymnast- Max Whitlock (UK)<br>Dancer- AJ Pritchard (UK)<br>Sports star- Tracey Neville (UK)<br>Athlete- Jazmin Sawyers (UK)<br>Paralympian- Kadeena Cox | GET SET 4 PE<br>Rugby<br>Dance<br>Gymnastics<br>Badminton<br>Athletics<br>Rounders<br>Basketball<br><br><b>Significant people:</b><br>Gymnast- Bryony Page (UK)<br>Dancer- Rambert Dance Company (e.g Christopher Bruce)<br>Sports star- Rafael Nadal (ESP)<br>Athlete - Steve Backley/Jonathan Edwards (UK)<br>Paralympian- Jonnie Peacock | GET SET 4 PE<br>Football<br>Dance<br>Gymnastics<br>OAA<br>Swimming<br>Netball<br>Athletics<br>Cricket<br>Tennis<br><br><b>Significant people:</b><br>Gymnast- Simone Biles (USA)<br>Dancer- Matthew Bourne (UK)<br>Sports star- Gail Emms (UK)<br>Athlete- Kelly Holmes (UK)<br>Paralympian- Stephen Miller | GET SET 4 PE<br>Rugby<br>Swimming<br>OAA<br>Dance<br>Gymnastics<br>Badminton<br>Athletics<br>Rounders<br>Hockey<br><br><b>Significant people:</b><br>Gymnast- Svetlana Khorkina (RUS)<br>Dancer- Ashley Banjo (UK)<br>Sports star- Imran Sherwani (UK)<br>Athlete- Jessica Ennis-Hill (UK)<br>Paralympian – Ellie Simmonds |

\* ESSENTIAL LIFE SKILLS: listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork\*



**HARPFIELD  
PRIMARY  
ACADEMY**  
*Creative  
Education  
Trust*

*Collaboration   Respect   Equality   Ambition   Trust   Independent   Voice   Empathy*

|                                                                                                                                                                                                                                                                                         |                                                                       |                                                    |                                                   |                                           |                                                 |                                                    |
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| Non-negotiable visits<br><br>(A variety of other visits/visitors should be planned in throughout the year).                                                                                                                                                                             | Trip to the Brompton 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 National Arboretum (LINKS TO WW2) | Trip to Jodrell Bank (LINKS TO EARTH AND SPACE) | Trip to Stanley Head residential (LINKS TO PE OAA) |
| <b>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</b> |                                                                       |                                                    |                                                   |                                           |                                                 |                                                    |
| <b>Geography key areas: Locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork</b>                                                                                                                                                      |                                                                       |                                                    |                                                   |                                           |                                                 |                                                    |
| <b>History key areas: chronological understanding, knowledge and interpretation, historical enquiry</b>                                                                                                                                                                                 |                                                                       |                                                    |                                                   |                                           |                                                 |                                                    |
| <b>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</b>                                                                                                                           |                                                                       |                                                    |                                                   |                                           |                                                 |                                                    |
| <b>D&amp;T key areas: design, make and evaluate through creative and practical activities</b>                                                                                                                                                                                           |                                                                       |                                                    |                                                   |                                           |                                                 |                                                    |