



The Harehills Curriculum

Learn, laugh and love.

September 2014 sees the introduction of the new National Curriculum for all schools in England.

Every state-funded school must offer a curriculum which is balanced and broadly based and which¹:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

At Harehills Primary School we have consulted pupils, staff and parents in or to develop a deep understanding of what successful learning looks like for all. This has resulted in the creation of some key principles that underpin our bespoke Harehills school curriculum.

The National Curriculum states that the following subjects are compulsory across Key Stages 1 and 2:

Figure 1 – Structure of the national curriculum

	Key stage 1	Key stage 2
Age	5 – 7	7 – 11
Year groups	1 – 2	3 – 6
Core subjects		
English	✓	✓
Mathematics	✓	✓
Science	✓	✓
Foundation subjects		
Art and design	✓	✓
Citizenship		
Computing	✓	✓
Design and technology	✓	✓
Languages ⁴		✓
Geography	✓	✓
History	✓	✓
Music	✓	✓
Physical education	✓	✓

All schools are also required to teach Religious Education at Key Stage 1 and Key Stage 2 and must make provision for PSHE (personal, social, health and economic) education, drawing on good practice.

Schools are free to include other subjects or topics of their choice within the planning and design of their own curriculum.

The Key Principles of the Harehills Curriculum

Aims

- At Harehills Primary School we want to create a curriculum which will enable our children to learn, laugh and love.
- To prepare our learners with the skills to respond to opportunities, responsibilities and experiences.
- To create quality activities, enabling children to develop happy and lasting memories.
- To ensure high expectations are embedded within an effective curriculum.
- To promote high quality teaching and learning to inspire, motivate and challenge all learners.
- Staff and children are deliberately ambitious in all that they do and barriers to learning and achievement are recognised and removed.
- Enable children to have the essential knowledge and skills needed to be educated citizens and proactive members of the community.
- Ultimately we aim to provide a rich, relevant curriculum that will be broad and balanced and enable all children to live a 'life fit 4 learning'

¹ The National Curriculum in England Key stages 1 and 2 framework document, September 2013.

Through the Harehills Curriculum we want to develop learners who can;

Think...

*creatively, reflectively,
imaginatively, positively,
logically, flexibly, systematically
and analytically.*

Feel...

*safe, valued, confident, happy,
independent, challenged,
empowered,
proud, ambitious and
enthusiastic.*

Do...

*collaborate, enquire, apply learning, take risks,
maximise potential, show resilience, persevere,
respect self and others and have fun!*



Curriculum Design

The content of the National Curriculum is delivered through themes across the school.

Within each learning experience there will be;

- Inspirational Starter Lesson (ISL) / A clear purpose for learning
- Key text(s) that will maximise reading opportunities and extended writing
- Speaking and Listening embedded within teaching and learning that includes the teaching of specific vocabulary
- Real experiences which provide and reinforce context for children (trips, visitors, props, role-play etc...)
- Extensive opportunities for basic skills in Literacy and Numeracy to be developed and applied
- Links to prior learning and clear progression within skills developed
- A broad range of activities that incorporate and include visual, auditory and kinaesthetic learning styles.



As an introduction to each theme staff will provide children with the opportunity to discuss prior experiences and knowledge. This will then be used as a foundation for them to build upon their skills and shape the pathway of learning that they will follow. Key attributes from our curriculum statement will be identified and used as a focus throughout the theme.

All evidence of work and progress made by the children will be recorded within a 'theme book'. This will enable children to reflect upon their individual learning journeys and self-assess against the key attributes and required outcomes.

In addition to the themes there will also be direct teaching of Phonics, Basic Skills including SPAG, PE, PSHE and RE. A cross-curricular approach which encompasses healthy living and global dimensions will also be used across the school.

The Whole School Curriculum Overview

Whole School Thematic Overview		HAREHILLS PRIMARY CURRICULUM				2014/2015	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
	Collaborate	Enquire	Be Independent	Persevere	Be Resilient	Reflect	
F2	What's going on in the world around me?	Who eats what and why? (food & festivals)	Who has been eating my porridge?	What would it be like to live on Farm?	How does a pirate...?	Do you believe..?	
Y1	Amazing Animals Near	Amazing Animals Far	Once upon a time...	How does your garden grow?	Can I play?	A journey to...	
Y2	Who lives in the woods?	Where does our food come from?	How did you get here?	Who left the oven on?	What will you discover in you're yellow submarine?	How would YOU get round the world in 80 days?	
Y3	Who am I?	What was it like to be a knight?	What is a robot?	Would you like to go on Safari?	Why are there pyramids in Egypt?	Why were Egyptians mummified?	Who's your sporting hero?
Y4	Why are rainforests important?	Were the Vikings really Vicious?	What causes Natural Disasters?	How does your body work? How is one world so diverse?	How did the Tudors earn their revolting reputation?	Too cool for school?	
Y5	World War II: was it worth it?	How many Greek Gods were there?	Who stole.....?	Are we alone?	Hung, Drawn and Quartered?	How much is that doggy in the market?	
Y6	What's so special about Malham?	What's so special about Harehills?	How did car designs change since World War II?	How has life in the home changed in Britain since the 1950s?	Lights, camera, action...?	Lights, camera, action...?	