



Intent

At Hunningley Primary Academy, we are determined that every child, particularly disadvantaged pupils and pupils with SEND (Special Educational Needs and Disabilities), will achieve their absolute best. Our aim is to provide an exceptional education for all our students; an education which brings out the best in them, provides cultural capital and gives them the substantive and disciplinary knowledge they need to succeed in life.

The ambitious design of our curriculum goes beyond the breadth of the National Curriculum and is designed in a way to ensure children know and remember more. By the time learners leave Hunningley Primary Academy, they will have mastered a range of both disciplinary knowledge and substantive knowledge.

At Hunningley we believe in developing future leaders in the fight against climate change. Our curriculum has been carefully designed and constructed to ensure children in all year groups understand the concern and impact of climate change. Our progressive sustainability curriculum interweaves within the Hunningley curriculum to ensure children have the rich and deep knowledge needed to make meaningful change.

The curriculum is coherently designed and well sequenced. Vertical concepts offer a common thread through each subject allowing children to build mental models and situate new learning. Careful planning for progression and depth provides opportunities for children to deliberately practice and apply what they have learned.

Curriculum leaders have carefully chosen content to represent our local area of Barnsley and enable children to see themselves in what is being taught, however, we also want our curriculum to open up new worlds, to expose children to knowledge, understanding and skills as well as beliefs, people, places and values, that they would not otherwise encounter.

Our curriculum is based on the following key principles:

Entitlement - All our pupils have the right to learn what is in the Hunningley Primary Academy Curriculum.

Coherence: Taking and building on the National Curriculum as its starting point, our curriculum is carefully sequenced through vertical concepts so that powerful knowledge builds term by term and year by year with clear end points in mind. We make meaningful connections within subjects and between subjects.

Mastery: Our curriculum is designed on the principles of mastery, where the learning outcomes remain the same for all, but the pathway different children follow can vary, depending on the scaffolding and time they need to ensure their learning is in place. Learning intentions and learning outcomes are clearly described, children work cooperatively and collaboratively, progress is carefully monitored, and children have the scaffolding they need to succeed.

“All the children get on a train and follow the train journey and go to every station. How far they venture from that station is how deeply they can explore that subject. The main thing is – they all start from the same entry point, and no child is left behind.” (Ellie Kelly)

Representation: All pupils can see themselves reflected positively in our curriculum; we want our curriculum to open diverse new worlds – to expose children to beliefs, people, places and values that they would not otherwise encounter and to hear the voices of people whose voices have not always been heard.

Education with character: Our 'hidden' curriculum teaches our young people about: ambition, resilience, leadership, creativity, independence and compassion. Hunningley children are taught to have confidence and articulacy so that they can stand up for themselves and for what is right. These personal qualities and skills are strengthened and broadened by the opportunities we provide beyond the classroom; in sport, music, performance, clubs, in chances to lead and take responsibility and in opportunities to volunteer and to serve.

Vocabulary: Knowing that to understand and articulate, children need a broad and deep vocabulary. Our carefully constructed curriculum has a core focus on vocabulary development within and across subjects. Children learn tier 1, 2 and 3 words daily to extend the number of words they recognise and understand the meaning of through direct instruction in etymology.

Cultural Capital – Cultural Capital, the essential knowledge that children need to be educated citizens, is planned for in all areas of our school life. Pupils are exposed to a wide variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens able to interact with others, exposed to the best that has been thought and said and well prepared to access meaningful qualifications that will open doors and paths in later life. As part of the breadth and depth of our curriculum, we actively engage children in experiences that will develop their cultural capital.

We have regular visitors and speakers in school and a well developed Careers Curriculum, designed around the Gatsby Benchmarks. We believe that if children know more about the range of careers open to people with the right qualifications, they will have a clearer idea of the routes to better jobs and the career paths they want to follow. As part of their subject specific learning children are taught about careers associated with each subject. and children engage in national initiatives such as Junior Dukes and Votes for Schools.

Hunningley children participate in the United Learning pupil leadership program and our school leadership programme of learning. All children are expected to demonstrate leadership in all that they do including our curriculum student subject ambassadors who work alongside the subject leader in monitoring for compliance and curriculum coverage as well as pupil conferencing.

There are cultural links with schools outside Barnsley where the student demographics are different, and other cultural links to theatre and museums.

Implementation:

For each curriculum subject unit of learning, teachers plan for and children experience:

- A knowledge organiser outlining the substantive and disciplinary knowledge, including vocabulary and definitions, that all children must know and remember.

- Substantive knowledge rich lessons where children build on prior learning and situate knowledge within carefully constructed strands or vertical concepts delivered following Rosenshine's Principles of Instruction.
- The disciplinary knowledge needed to be successful historians, geographers and artists for example.
- Co-operative learning using Kagan strategies to ensure high levels of accountability and engagement for all children.
- A careers pathway that highlights the range of jobs and careers that learning in that subject can lead to.
- A cycle of lessons which carefully plans for progression and depth.
- A curriculum that is well adapted, designed and developed to be ambitious and meet the needs of *all* learners and ensure children know more and can remember more.
- Educational visits, visiting experts and artifacts to enhance the learning experience.
- Classroom working walls which detail; current, prior and future learning, the substantive and disciplinary knowledge children will learn, dual coded key vocabulary, the vertical concept the area of learning falls within and links where applicable, to our sustainability curriculum.
- To bring learning to life, lessons or parts of lessons take place in our immersive classroom to enable children to see firsthand the curriculum they are learning at that time in their own school environment.

Impact:

Our curriculum is ambitious and challenging; it is coherently planned and sequenced to ensure children know and remember a wide range of knowledge and skills for future learning and ultimately, gain fulfilling employment.

All children will achieve the end points specific to their key stage curated from the National Curriculum and designed to prepare children with the essential knowledge needed for future learning.

As the children keep up with the demands of our curriculum, they make exceptional progress. Impact is measured through a range of summative assessments, wider writing opportunities and conversations with children.

Children's work in core subjects and the wider curriculum is moderated both within the MAT and the local authority and is consistently considered to be of a very high standard.

Children will leave Hunningley Primary Academy as well-rounded individuals who have the attributes, personal development, understanding and skills to be successful and contributing members of the wider world.