



Hillcross Primary School

Curriculum Intent

Mission, Vision and Values

At Hillcross we nurture our children to think critically and creatively within a collaborative community.

Our outstanding practice ensures our children meet their full potential, both personally and academically, and provides opportunities for them to develop their unique talents and skills. As a nationally recognized Thinking School, we nurture an empathetic community of creative and critical thinkers. We achieve success for all through our dynamic and ambitious curriculum, inclusive learning, promoting fairness and celebrating diversity.

Through our school culture of high aspiration, embracing challenge, acting with compassion, a shared responsibility and by showing respect for all, we aim to develop a resilient school community of compassionate global citizens.

Our Curriculum

At Hillcross, we have designed a bespoke and ever changing curriculum that incorporates all elements of the National Curriculum whilst considering the specific needs of the children in our school community. Careful consideration has been given to what content is crucial for our children to learn and the best contexts in which they can learn this so that they are educated citizens.

Our challenging and innovative curriculum reflects and celebrates the diversity, promotes and sustains children's interest and enthusiasm for learning and inspires them to take action to engage with, and influence, local, national and global issues.

Our curriculum intent is based on the following shared concepts:

- **The curriculum** is a deep body of significant knowledge and skills (the WHAT) that shapes and ensures our children's readiness for future learning and provides them with the building blocks they need for future success.
- **Pedagogy** directs teaching and learning approaches and underpins HOW the curriculum is taught.
- **Learning** is a change in long-term memory.
- **Progress** is knowing more and remembering more.
- **Assessment** is how we check on learning outcomes (AFL) and how we measure progress.
- **Knowledge and skills** are interconnected as a skill is the capacity to do something by drawing on and relating to what is known.

- ✓ Our curriculum is **accessible and relevant** to all children.
- ✓ Our curriculum **reflects and celebrates the diversity** of our school community and society as a whole.
- × Our curriculum is **NOT narrowed** by a focus on statutory testing

Our curriculum ensures our children:

- ✓ Build up an increasingly complex understanding of carefully chosen concepts over time (deliberate **sequencing** aids readiness).
- ✓ Make **connections, links and find patterns** in learning across and between subjects (the identification of specific transferable threads).
- ✓ **Revisit and repeat the acquisition and application of** knowledge and skills until they are deeply embedded and readily recalled.
- ✓ Can effectively use and understand the meaning of a **wide range of vocabulary** in order to think deeply, reflect and to discuss what they encounter (**reading** is an integral part of promoting this).
- ✓ **Respect the distinctive purpose and structure** of each subject (e.g. how scientists go about investigating or how historians go about arguing)



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- ✓ Develop an understanding and respect for the diversity of society, in order to become **emotionally intelligent**.
- ✓ Can all access the curriculum in a way that meets and challenges them individually/their individual needs.
- ✓ Develop positive attitudes to learning and become **critical and creative life-long learners** who are passionate and appreciative of the many opportunities education presents in life.

Curriculum Framework

The Hillcross curriculum is structured in the following way:

- Subject Progression Grids – carefully sequence the acquisition of knowledge and application of skills in our curriculum for each subject and across all year groups. This enables us to offer an **ambitious** and **aspirational** curriculum journey to our children.
- Cross-curricular Year Group Topics – present the learning of each subject in a range of different contexts over time in order to support and challenge children’s capacity to make **links** and **connections** in their learning. The topics cover an array of subjects and enable British Values and equality, environmental sustainability and the promotion of positive well-being and good mental health to be woven through so that our curriculum is representative of society/ies, rooted in **respect** and nurtures children’s **Spiritual, Moral, Social and Cultural** development.
- Trailblazer topics – are short, dynamic, child-led topics that empower our children to take **responsibility** for the context of their learning. Class teachers respond to the democratic choice of the year group so that they are able to learn about a topic of their choice.
- Whole School Topic – takes place in the second half of the summer term and presents a unique opportunity for the entire school community to learn, develop and apply knowledge and skills collaboratively within the context of a chosen topic. This ambitious whole school topic creates a genuine buzz for learning that unites all stakeholders.