

The Curriculum at Hudson Road Primary School

The curriculum is the means by which the school achieves its objective of successfully educating and equipping children with the knowledge, skills and understanding that they need to lead fulfilling and productive lives.

Our wider school curriculum was rewritten in January 2020, to ensure that it was successful in meeting the needs of the varied and diverse catchment the school serve, whilst also fulfilling all of the requirements of the National Curriculum and the locally agreed syllabus for religious education. At Hudson Road Primary School, we are proud of our unique and challenging curriculum which promotes a lifelong love of learning. The curriculum has written into its intent, the aspiration to realise the highest standards in attainment, personal growth and development of all of our children.

Intent	Aims	Provide High Quality, Inclusive Education Inspire Curious Minds		Embed a Determination to Succeed Empower pupils to take control of their own health and wellbeing		Enable Confident and Resilient Learners Make Positive Contributions to the Community	
	Context	<ul style="list-style-type: none">286 pupils on roll, aged 3-1174.5% stability YR - Y6		<ul style="list-style-type: none">46.7% pupil premium funding45.3% from ethnic minority groups		<ul style="list-style-type: none">44% currently identified with SENDServing the 1% most deprived catchment for deprivation	
	Core Values	Curiosity - We value meaningful learning experiences that spark curious minds and develop a life long love of learning					
		Challenge - We challenge minds, encouraging strength and resilience to ensure positive futures					
Implementation	Approaches to Learning	An enquiry based approach which allows children to be active learners		Relevant, purposeful and matched to learners' needs and abilities		Encouraging learners to be responsible: to make choices and take risks in an atmosphere of trust and safety	
		Developing awareness, respect and consideration for the needs of others		Promoting a positive and independent attitude with a life long enjoyment of learning		Assessment is wide-ranging, fit for purpose and informs teaching and learning	
	A seamless all-through curriculum	Clear flow of progression in knowledge and skills from YR to Y6		High level of challenge between year groups and phases		Strong focus on development of vocabulary	
		Strong focus on personal, social and emotional development		Wide range of opportunities available through off-site visits and first hand experiences		Clear systems to ensure subject leaders can monitor the impact of the curriculum on learners' knowledge	
Impact	Fulfilling our aims	High academic standards for all - consistent progress and attainment		High aspirations for further education and employment, regardless of background		High attendance rates	
		Consistently positive attitudes to learning, with all children engaged in the wider curriculum		High levels of physical and mental well-being		Positive citizens who take an active role in the community	

Intent

- ✓ To provide high quality and inclusive education for all pupils
- ✓ To inspire curious minds and develop a lifelong love of learning
- ✓ To embed in pupils a determination to succeed despite the obstacles
- ✓ To empower pupils to take control of their own health and well-being
 - ✓ To enable pupils to become confident and resilient learners
- ✓ To enable students to make a positive contribution to their community

Our Core Values

✓ **Challenge**

We challenge minds, encouraging strength and resilience to ensure positive futures. .

✓ **Curiosity**

At Hudson Road we value meaningful learning that sparks curious minds – a journey of discovery and excitement.

✓ **Growth**

We value growth through creativity, offering opportunities that inspire and excite children, staff and the wider community. We value everyone's strengths, differences and sense of possibility.

✓ **Belonging**

We value our unique and diverse school as the centre of a community that shares our sense of success and pride in all that we achieve.

✓ **Respect**

At Hudson Road we care about and respect each other's individuality. We value and appreciate hard work and effort through personal praise and reward.

Implementation

Our curriculum is implemented through the use of carefully created knowledge, vocabulary and skills documents. The documents have been created by each subject leader in conjunction with the curriculum leader, external advisors, governors, staff and children. This has allowed Hudson Road to develop a system which shows a clear flow of progression in knowledge, vocabulary and skills from the Early Years to Year Six. It facilitates high levels of challenge between year groups and phases in school, as children build upon their prior learning. The focus on embedding and developing vocabulary is of paramount importance due to the high level of speech and language referrals made by school in the Early Years and the number of children on roll who speak English as an additional language. This is evident in teacher planning, children's books and school display.

Examples of our Knowledge, Vocabulary and Skills documents **(Geography example)**

Hudson Road Primary School
Geography
Progression of Knowledge, Vocabulary and Skills Document



	<u>Early Years</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Unit of Study One <small>(Local and National study)</small>	My Home	The Make-up of Britain	London and Sunderland - A City Comparison	Our World	UK Comparison Study	Locating Places in the UK	Where does our Energy come from?
Unit of Study Two <small>(Specific Geography)</small>	My School	Looking after our world	Mapping Our Local Environment	Rivers	Wild weather	Mapping the Wider World	Mountains
Unit of Study Three <small>(Geography around the world)</small>	People and my Community	Hot and Cold places	Bangladesh	Volcanoes, Earthquakes and Tsunamis	European Study - Greece	Brazil and the Rainforest	Brazil - City Study and Trade

Local and National Geography			
	EYFS	Year 1 The Make-up of Britain	Year 2 London and Sunderland Comparison
Key Knowledge	<ul style="list-style-type: none"> -Identify where they live e.g. a house, flat etc. - Identify who lives in their house. -Understand people live in different types of homes. - Recognise/name the main external features of homes e.g. windows and door. - To recognise different rooms in a house and household objects. - To talk about differences between two homes. 	<ul style="list-style-type: none"> -Name and locate countries within the UK and the surrounding seas -Identify seasonal and daily weather patterns in the United Kingdom 	<ul style="list-style-type: none"> -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and their surrounding seas. -Identify key landmarks in London -Suggest differences and similarities between London and Sunderland
Key Skills	ELG - They talk about the features of their own immediate environment and how environments might vary from one another.	-Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;	-Use simple compass directions and locational and directional language to describe the location of features and routes on a map. -Use simple fieldwork and observational skills to study the geography of the local area, including key human and physical geography features
Vocabulary	Home House Garden School Park Road Humans/People Animals Plants Trees Window Door Roof	United Kingdom England Scotland Wales Northern Ireland London Belfast Cardiff Edinburgh City	Capital City North Sea Irish Sea English Channel Island Globe Heat Wave Blizzard Gale Fog Aerial view Key Map Symbols Direction Position Route Journey Human Physical landmark Skyscraper Compass North South East West

Local and National Geography				
	Year 3	Year 4 UK Comparison Study	Year 5 Locating Places in the UK	Year 6 Where does our energy come from?
Key Knowledge	<ul style="list-style-type: none"> - Name and locate the world's countries, using maps to focus on Europe, North and South America. - Identify the key human and physical characteristics of these countries. - Identify major cities of these countries. 	<ul style="list-style-type: none"> -Recognise and name key landmarks of the city of London -Population and locations of major cities of the UK and how they compare with London -Transport links that connect London with the rest of the UK and Europe e.g. channel tunnel, major airports, high speed rail links - Transport links within London (bus, rail, tube) and how this compares to Sunderland -The importance of the Thames in the growth of London 	<ul style="list-style-type: none"> - Name and locate counties of the UK - Name and locate cities of the UK - Study geographical regions of the UK and their identifying human and physical characteristics and key topographical features e.g. mountains. - Study land-use patterns in the UK and understand how aspects of these have changed over time. 	<ul style="list-style-type: none"> -There are renewable and non-renewable forms of energy -Why are there fewer coal-fired power stations in the UK today than 50 years ago? -How renewable energy is produced from wind turbines, solar power and tidal turbines -The environmental impact of non-renewable energy such as oil and coal -The environmental impact of disasters such as oil spills - What actions we can take to reduce our energy consumption
Key Skills	-Use maps, atlases and globes to locate countries and describe features studied	-Use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and London	-To use four and six figure grid references to locate human and physical features of the city -To use aerial and digital images to explain how a city has changed over time	-Use fieldwork to observe, measure, record and present attitudes towards renewable energies using a range of methods, including graphs to present their findings
Vocabulary	Land use Rural Urban Settlement Situation	Tourism Transport Land use Retail Leisure Housing Business	Green belt Urban sprawl Industry Residential Developed Trade County Ordnance Survey	Region Geographical Grid Reference Boundary Renewable/ non-renewable Sustainable / non-sustainable Solar power Tidal power Nuclear power Conserve Turbines Carbon-footprint

Teaching and learning at Hudson Road is enquiry based, where possible and this allows pupils to be active learners who take a real ownership of their learning. The work set for all pupils is relevant, purposeful and matched to their specific needs and abilities.

Teachers have the flexibility to plan for a broad and balanced curriculum by either teaching blocks of each non-core subject or weekly sessions throughout the term. All staff recognise that a good curriculum is balanced and wide-ranging. It includes all of the subjects contained within the National Curriculum and acknowledges the relationship between them. As well as the National Curriculum, including PSHE, we teach RE based on the Locally Agreed Syllabus; and for Sex and Relationships Education (RSE) we have a programme based on our agreed policy and agreed with our parent RSE support group.

At Hudson Road we also believe that a wide range of firsthand experiences and off-site visits allow children to explore and further develop their knowledge of the world around them. These are carefully planned for and linked prudently to the learning taking place within the classroom, helping to raise children's future aspirations. For older children, residential trips are an important part of the curriculum and encourage learners to take risks in an atmosphere of trust and safety.

Derwent Hill Picture / Pictures

The curriculum that we teach in the Early Years, meets the requirements set out within the Development Matters document and the guidance as updated in 2021. Our curriculum is based on the Early Learning Goals, presented in Development Matters, and on developing children's knowledge, skills and experiences. We fully support the principle that young children learn through play and by engaging in well-planned and structured activities.





Impact

At Hudson Road Primary School, when seeing our curriculum intent and implementation successfully realised, this results in:

- ✓ High academic standards for all – with consistent progress and attainment across all year groups
- ✓ Pupils having aspirations for further education and employment, regardless of their background

- ✓ Attendance rates at school being in line with or above the national average due to the inclusive and enquiry-based approach to learning
- ✓ Pupils having positive attitudes to their learning, with all pupils engaged in the school curriculum
 - ✓ Pupils in school having high levels of physical and mental well-being
- ✓ Pupils having a desire to be positive citizens who take an active role in their community.

Awards Won Since Last Inspection





Accredited Professional
Development Lead

National Centre
for Excellence in the
Teaching of Mathematics

