



Our Curriculum Statement

Although we may be a small school, we want our pupils to have big ambitions and high expectations of themselves. At Hambrook Primary School we aim to create a curriculum that truly meets the needs of our children and we have worked collaboratively to design a curriculum which is underpinned by our Vision and Values for our school community. Taking into account the specific needs of our pupils and their locality, we have decided upon the following themes which will drive our curriculum:

Key Curriculum Driver	Smaller Focus	Rationale
Identity & Diversity	Religions	We celebrate the diversity that religion offers and we educate children about the different identities of religions around the world. Understanding and accepting different people's beliefs is essential to leading a happy life.
	Equal Opportunities	As a current issue in our world today, helping children at Hambrook understand the importance of equal opportunities is absolutely vital.
	Self-Worth	At Hambrook, we want our children to have belief and confidence in themselves. We want them to see themselves as a valuable member of their community
Curiosity	Critical Thinking	We want to provide children at Hambrook with the tools and vocabulary to be critical thinkers. Identifying required areas of improvement and articulating this to others is a difficult yet important skill to have in life.
	Creative Thinking	We actively encourage our children to be creative whether this be in their writing or their art. Thinking creatively is paramount to a child's education especially as so much of our world is prescribed.
	Enquiry	We want children at Hambrook to be curious. We want them to be inquisitive about the world we live in and about their learning. As well as encouraging this type of thinking, we also help children understand how to resolve their curiosity.
Life Skills	Independence	We believe it is extremely important for children to develop independence and make decisions for themselves. Being independent allows our children to leave school with the capacity to transition confidently and self-sufficiently into secondary school.
	Problem Solving	All children should be exposed to problems. We feel it is our duty as a school to help prepare children to solve problems in a variety of ways. There is rarely just one way to solve a problem and children at Hambrook are taught to understand this.
	Resilience	Experiencing change or a challenge can be difficult for children and adults but at Hambrook we teach our children ways to deal with tricky situations. Having resilience is a crucial life skill and therefore we encourage our children to be resilient to a range of situations.
	Cooperation & Conflict	Working effectively as a team or a group can build vital communication and cooperative skills. At Hambrook we provide regular opportunities around the school to work collaboratively.
Environment	Sustainability	An increasingly vital topic in our wider world, we want to teach our children to love our environment but also learn how to preserve it in the future. Looking after our environment and learning about sustainability is an important topic for us especially as we are in a rural setting.
	Locality	At Hambrook, we take advantage of our local area by exploring significant landmarks or historical features around our school. We apply this understanding to Bristol as well so that children gain a deep understanding of their surrounding areas.
	Community	We pride ourselves on being an engaging and happy community at Hambrook but also recognise the important of our community outside of school. We have strong relationships with local churches and are actively taking part in projects to involve our community in Hambrook and Winterbourne.
	Charity	We believe it is important to teach our children at Hambrook about the benefits of giving to a charity. Understanding how others can be less fortunate can be humbling and inspiring to make a difference.

Our Curriculum Intent

Identity and Diversity

We strongly believe in the importance of community and want our children to use the vibrancy of Bristol and the surrounding areas to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. We achieve this by providing topics which evolve in response to current issues and focus on developing an understanding of local history. We want to build strong links with our local community and continue to promote British Values in all that we do.

Curiosity

Our curriculum promotes curiosity and a love and thirst for learning. Through a themes-based approach, our staff have chosen a range of engaging and thought-provoking topics, many of which have a key question at their heart. Our curriculum is ambitious and has been designed to empower our children to become independent and resilient. We strive for academic excellence and want our children to leave us with high aspirations and a lifelong love for learning.

Environment

Ensuring our children leave school as global citizens, with a secure understanding of their responsibilities towards our environment, is a key driver in our curriculum. As we are lucky enough to be in a rural setting, we believe it is important for our children to develop positive relationships with the natural world and take an active role in protecting it. We do this through providing an Eco Club, encouraging our children to take care of our school nature garden and by utilising our topics to address environmental issues through all stages of the curriculum.

Life Skills

We want our children to leave Hambrook equipped with not only the requirements of the National Curriculum, but the tools to prepare them for the opportunities, responsibilities and experiences of later life. We have designed our curriculum to promote independence, develop problem solving and build resilience. We firmly believe that it is not just about what happens in the classroom. Wherever possible, we look to enrich our pupils' time in school with memorable, unforgettable experiences.



Our Curriculum Implementation


As well as a Whole School Curriculum Overview, there are also Year Group Planning Overviews and Curriculum Maps for each year group. This ensures clarity of coverage with a strong emphasis on repetition and progression of knowledge and skills. Our curriculum is delivered through a topic-based approach with core subjects taught discretely. Each year group has a whole term theme directly linked to our curriculum drivers which is then split into two topics. Where possible we have planned to connect topics across Key Stages. Revisiting topics in this way gives children time to go over previous learning, allowing them to gradually develop a deeper understanding of the skills and processes within subjects at their own pace and in the best possible way for each individual.

To further ensure a deep understanding and full coverage of each subject, we have organised our wider curriculum into subject specific focuses for each term. This enables pupils across year groups to collaborate and share their outstanding learning in a variety of ways. Termly Topic Maps (examples shown below) provide an insight into how our curriculum drivers are embedded into all aspects of chosen themes.

Our staff subject leaders plan and carefully select enrichment opportunities throughout the year which are key to providing all pupils with experiences to enhance their learning. An overview of these opportunities accompanies this document. A termly WOW event which engages parents and the wider community is one example of how we will be providing these enrichment opportunities.

Measuring a child's understanding and progress is vital for all subjects. To cater for all pupils and all abilities, we will plan key assessment opportunities at the start and end of each topic unit. In conjunction with our summative assessments for core subjects, we value the importance of discussion, demonstration of practical skills and use of questioning as indicators for a child's understanding.

				<p>Key Skills & Areas of Learning</p> <p>As historians we will be learning all changes that have happened in Britain during the Tudor period and compare this with a contemporary study from another culture (Aztec, Mexico). We use a range of evidence to find out all the past from different cultures and we will place events, artefacts and historic figures on a time line using dates.</p> <p>As geographers we will be studying oceans and continents using modern maps and comparing those to the Tudor equivalents. We will be looking at how the human and physical geography has changed over time in a European and non European country. We will investigate the routes of Tudor explorers and traders.</p> <p>As scientists we will be learning about classifying living things and also think about human nutrition.</p> <p>As artists we will be exploring the work of Mexican artist Frida Kahlo.</p>
<p>Our Curriculum will be driven by:</p>				
<p>Identity & Diversity</p> <p>To explore our own identity and appreciate diversity, we will:</p> <ul style="list-style-type: none"> Explore the lives of everyday people from the past Explore the contemporary world, ideas and nations behind exploration Study significant individuals from the local area (John Cabot) 	<p>Curiosity</p> <p>To develop our intellectual curiosity, we will:</p> <ul style="list-style-type: none"> Examine and question various primary sources from the period Ask questions about the past and its impact on the present 	<p>Life skills</p> <p>To learn new life skills and develop independence, we will:</p> <ul style="list-style-type: none"> Learn how to use maps and Atlas to explore the globe past and present 	<p>Environment</p> <p>To understand our environment, we will:</p> <ul style="list-style-type: none"> Explore changes to the environment over time Think about the impacts of the Tudor period of exploration on Britain and the local area 	

		<p>Key Skills & Areas of Learning</p> <p>As historians we will be studying and comparing the rise and decline of Ancient Britain and the British Empire and their effect on the wider world. We will focus on a range of factors that impacted this historical journey including leadership, war, nationalism, trade and wealth.</p> <p>As geographers we will conduct a case study comparing the human and physical geographical similarities of a rural village in the UK and a rural village in Nigeria. We will look at how the British economy was transformed by the Atlantic slave trade, giving Britain the access it needed to luxury crops. Using atlases, globes and digital computing mapping we can locate the Trans-Atlantic slave trade routes from British ports.</p> <p>As scientists we will explore the way that light behaves, including light sources, reflection and shadows.</p> <p>As artists we will dive into the rich culture of African art, thinking carefully about different media. We look specifically at Eshu, Malinko and her culture of Middle-patterns before investigating the Adinkra symbols of the old Ashanti kingdom.</p>	
<p>Our Curriculum will be driven by:</p>			
<p>Identity & Diversity</p> <p>To explore our own identity and appreciate diversity, we will:</p> <ul style="list-style-type: none"> Investigate some of the roots of our society Think about the reasons behind a distinctive historical situation 	<p>Curiosity</p> <p>To develop our intellectual curiosity, we will:</p> <ul style="list-style-type: none"> Examine different attitudes towards the Trade and how Britain was changed by its involvement Examine primary and secondary resources and their reliability 	<p>Life skills</p> <p>To learn new life skills and develop independence, we will:</p> <ul style="list-style-type: none"> Develop an understanding of our human rights and how they have changed Develop our geographical skills through different media 	<p>Environment</p> <p>To understand our environment, we will:</p> <ul style="list-style-type: none"> Examine Britain's impact on the slave trade Explore the human and physical geographical similarities between continents

Examples of Autumn Term Topic Maps can be found on our class pages under 'Class Information.'

Whole School Curriculum Overview



Hambrook Primary School
Curriculum Overview 2020-2021

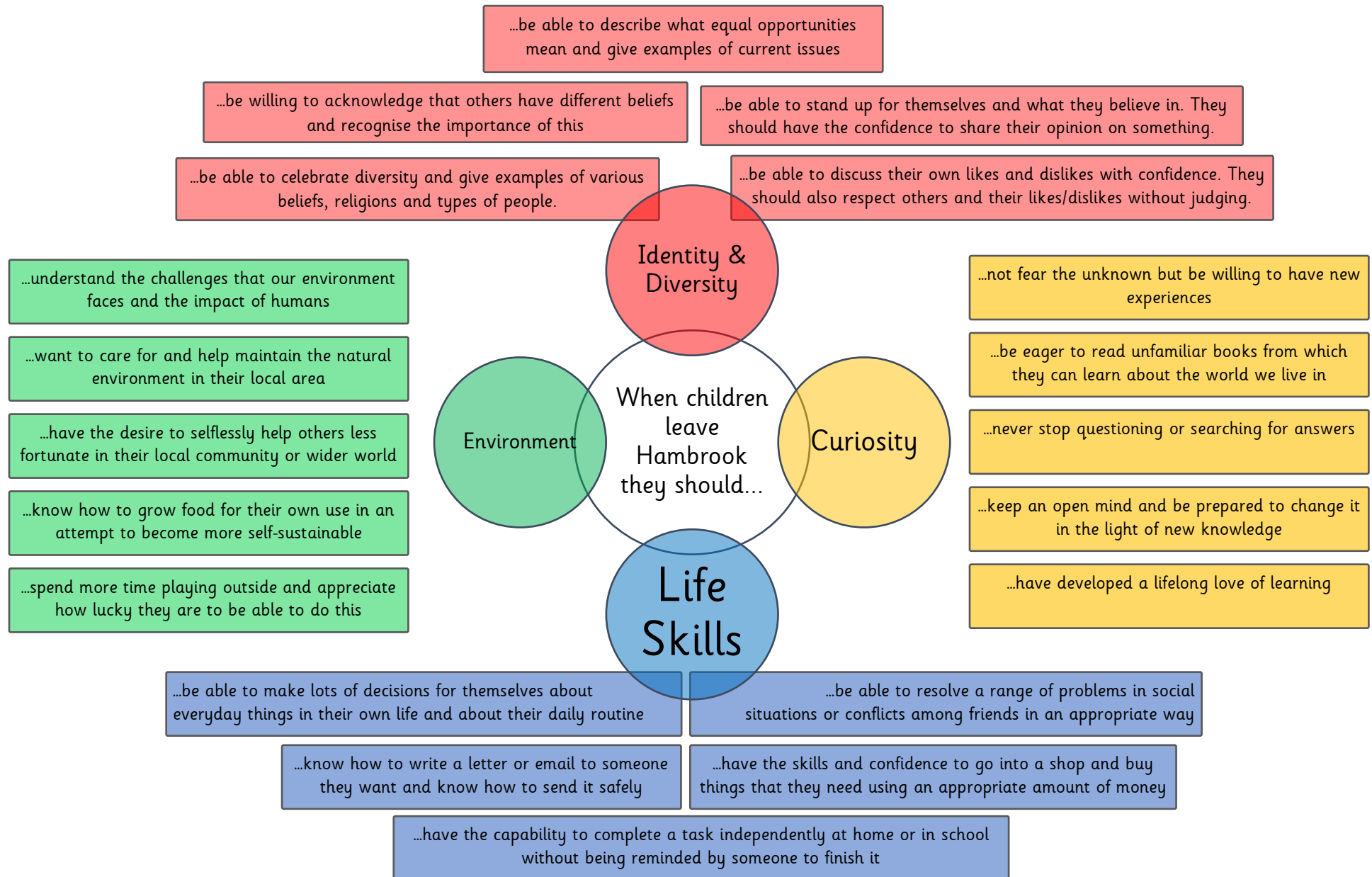
Our Curriculum Drivers

Curiosity	Environment	Identity & Diversity	Life Skills
Critical thinking Creative thinking Enquiry	Sustainability Locality Community Charity	Religions Equal Opportunities Self-Worth	Independence Problem Solving Resilience Cooperation & Conflict

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Subject Focus:		History & Geography		Science		Art & Design	
EYFS	Theme:	All about me		Seasons		Still Life	
	Topic:	-	Celebrations	Winter and Ice	Spring & seeds	Realism Observational Art	Shape & Colour Matisse
Year 1	Theme:	Searching for Adventure		Nurturing Nature		Portraits	
	Topic:	Magic Travel Machine	Pirates	Into the Wild	My Garden	Realism Self Portraits	Pattern & Texture Giuseppe Arcimboldo
Year 2	Theme:	Being a Leader		Exploring the Unknown		Still Life	
	Topic:	Engineering	Castles	Antarctica	Dragons	Realism Observational Art	Tone & Line Claude Monet
Year 3	Theme:	Home Sweet Home		From Field to Fork		Landscapes	
	Topic:	Stone Age	Romans, Anglo-Saxons & Vikings	Chocolate	Staying Healthy	Post-Impressionism Van Gogh	Colour & Space Georges Seurat
Year 4	Theme:	Intrepid Explorers		Going Green!		Portraits	
	Topic:	Aztecs	Tudor Exploration	Plastic Pollution	Global Warming	Post-Impressionism Van Gogh	Shape & Colour Pablo Picasso
Year 5	Theme:	Conflict, Resolution & Remembrance		To Infinity and Beyond!		Still Life	
	Topic:	Ancient Greeks	WWII	Earth & Space	Rockets & Robots	Modern Art Salvador Dali	Form & Shape Georgia O'keeffe
Year 6	Theme:	The Fall of Empire		Me, Myself and I		Landscapes	
	Topic:	Ancient Benin	Slavery	Our Bodies	Evolution & Inheritance	Modern Art L. S. Lowry	Space & Texture Henri Rousseau

Our Curriculum Impact

As a school community, we will reflect regularly on our curriculum and school aims to ensure we are supporting the development of key skills and qualities. Our four curriculum drivers are essential when it comes to measuring the impact of our curriculum. Our curriculum is designed to help our learners develop the following by the time they leave us at the end of Year 6:



Monitoring and Evaluation

Each member of teaching staff is a curriculum subject leader and is responsible for the monitoring and evaluation of their own subject area. The information from subject monitoring and evaluation then forms the basis of the impact assessment for that curriculum area.

The Senior Leadership Team are responsible for assessing the intent, implementation and impact of the whole curriculum that we offer here at Hambrook. Judgements on the impact of the curriculum is based upon a range of different monitoring and evaluation activities within school. Book looks, pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used as tools to help senior leaders assess the impact of the curriculum.

Outcomes for Pupils

Our curriculum consistently leads to good outcomes and results for the pupils at Hambrook Primary School. We are consistently in line with, and often exceed, national averages for outcomes at the end of KS1 and KS2.