Hallfield Primary School

Growing, Learning, Achieving Together

Hallfield Curriculum Intentions

This document outlines the essentials we feel are important for any child and more particularly our school community.

Informed by these essentials our curriculum has been designed and our intentions for each subject outlined, ensuring we meet our philosophical education goals and the national curriculum.

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The Hallfield Curriculum: What we want for our children

Living in London provides a wealth of resources on our door step to inspire children and provide broad experiences. Hallfield is committed to making the most of this in engendering these essentials in children:

Hallfield Essentials

Spiritual and moral well-being

As a balance to the material values of the school community, Hallfield believes in the importance of giving children opportunity to express their feelings and have them acknowledged. Opportunity to explore issues and the concepts of right and wrong alongside our British Values are given both explicitly and through the contexts of delivering curriculum objectives.

Communication

In our school more than 60 languages are spoken. Therefore, it is important that children learn to accurately, skilfully and sensitively express themselves and actively listen to others respectfully.

Creativity

We celebrate diversity across all subjects by exploring and promoting talent and providing a wide range of opportunities to use different skills with independence, ingenuity and flair. Our curriculum is designed to allow wider curriculum opportunities and a balance of learning across all subjects.

Enquiry

Learning to ask questions and analyse data or information is key to lifelong learning if we want children to be individual learners and to build on strengths as well as tackle challenges. Children should learn to evaluate and understand the world, including the social world to make informed choices in life.

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Sport, sportsmanship and health

In Westminster and Central London, 40% of children are overweight or obese by Year 6. 70% of obese children grow to be obese as adults. Teaching children to be active and eat well gives them better chances at a full and healthy life. Competition and sportsmanship develop confidence and allow children to learn the value of team work.

Geographical understanding

Much of our Hallfield community has dual heritage or have moved from other areas of the world. It is important to celebrate the similarities and differences of our heritage by understanding the geographical location of the community and where it has come from.

Environmental awareness

Living in a large city with one of the most famous parks close by, it is important for children to respect their immediate environment. We believe that all children should learn to care about creating a sustainable future for themselves, in their immediate and global environments.

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Personal, Social, Health and Economic education PSHE

Whilst the Personal, Social, Health and Economic education (PSHE) curriculum at Hallfield covers a broad spectrum of topics, the value of **kindness** underpins not just PSHE lessons, but everyday school life. Along with the other values in our Hallfield flower, we aim to nurture our children into **well rounded, resilient and self-aware** children. The PSHE curriculum provides the opportunity for the children to think about many aspects of **their lives** and of **other people's lives** that might help them to grow and develop in a happy and positive way.

We want to ensure that every child has a true **sense of belonging** and **a voice** to make a real difference. We can achieve this by guiding our PSHE lessons towards these key skills: to try new things; to work hard; to concentrate; to push oneself; to imagine; to improve; to understand others and to not give up.

PSHE intends to enable the children at Hallfield school to be respectable members of society, especially through the teaching of **protective behaviours**, **healthy relationships** and fundamental **social skills**. We want to stimulate thinking, facilitate discussions and provide the children with the **tools and strategies to face an ever-changing world**.

Furthermore, we aim to teach children about the importance of **being healthy** both physically and mentally. We encourage the children to partake in **physical exercise daily** and highlight the importance of this on **the mind**.

Science

By developing children's scientific knowledge and understanding, we intend to encourage **respect for living organisms and our physical environment.** Our curriculum seeks to **nurture a passion for science**, encouraging all children to consider themselves as scientists.

Through looking at the curiosity and inspiration of scientists in the past, children are encouraged to explore as they grow confident and competent in the practical skills associated with Science as a process of enquiry. We want children asking questions, taking risks, making and learning from mistakes and understanding that **scientific discovery is not a linear process**.
Through the planning and carrying out of different **investigation types**, children know how to use a range of equipment competently and confidently, and begin to make appropriate choices in the setting up of their own investigations.
Children are provided with **accurate vocabulary** with which to explain their learning, including opportunities to say what is happening, predict how things will behave and analyse causes. Children will begin to use their knowledge and understanding to solve problems and **reason about challenging questions**.

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Computing

The computing curriculum at Hallfield seeks to equip children with the knowledge and skills to **navigate technology confidently and safely**. Part of our intention is to equip children with the skills to **determine the value of the information** they find and to engage with it critically.

We want our children to have:

- competence in coding for a variety of **practical and inventive purposes**, including the application of ideas within other subjects.
- the ability to **connect** with others **safely and respectfully**, understanding the need to act within the law and with moral and ethical integrity.
- an understanding of the connected nature of devices.
- the ability to communicate ideas well by using applications and devices throughout the curriculum.
- the ability to **collect, organise and manipulate data** effectively.

We want our children to develop computational thinking, which involves:

- Logical reasoning, predicting and analysing
- Making steps and rules (algorithms)
- Breaking steps down into parts (decomposition)
- Removing unnecessary detail (abstraction)
- Spotting patterns and making generalisations
- Evaluating their work and suggesting or making improvements.

Geography

The Geography curriculum at Hallfield seeks to connect children with their **local environment** and the **wider world** and provide them with the **accurate language** to discuss it. Over time, the learning in and out of the classroom is designed to embed an understanding of the **natural and human world** and the impact of human and natural **changes over time**.

We want children to understand the significance and wonder of locations **making links** between places to draw conclusions about their features such as climate, biome, land use and settlement, and economic development. Children will be able to **investigate** these places with increasingly more complex map reading and data analysis skills as well as fieldwork and observational research.

We use combinations of technology, atlases and contemporary books as well as real world experiences to develop mapping, navigation and fieldwork skills. The intention is to **nurture natural curiosity**, that may encourage them to engage with and **care about their immediate environment and beyond**.

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History

History plays a significant role in contextualising the values of Hallfield school. We believe that our high-quality history lessons inspire children to want to learn more about the past and its impact on the world today. Through the teaching of history we support children to understand the **process of change** and the **diversity of societies** that have influenced these changes.

Children improve their **critical interpretation** of key moments, places and people of the past to understand how the modern world has been shaped. We want children to understand the **contributions that civilisations all over the world have made** and make comparisons for a broader overview of local, British and world history.

We intend for children to examine the ways in which we learn about the past both distant and recent and the lenses through which we come to understand about the past. Topics have been selected to help children **make links and identify patterns** across history and across societies and form their own opinions and critical thinking, employing the strategies and skills of hitorians.

Art

We believe the arts are an essential ingredient in holistically developing a child and we recognise the importance of enriched art experiences as part of this. Children work with a **broad range of materials** and contexts, including digital media, to develop their skills, selecting and using processes, materials and techniques inventively. These experiences also **nurture creativity** and talent as well as **individual interests**, increasing the cultural capital of our children. We want children to use colour, texture, shape and pattern to **express emotions** and develop their own **sense of individuality** and use the associated **language to critique** and interpret the work of others.

As a culturally diverse school, we use art to **celebrate our rich diversity** through pupil's artwork, displays around the school and making use of our central London location. Children learn about a **broad range of artists, craftmakers and designers** globally to enhance their own work and appreciate that of others. This enriches their broader knowledge of the world, of cultures and societies.

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Design and Technology

We want children to **be inventive** and **take risks** just as innovators before have done. Through the study of design and technology children combine **practical skills** with an **understanding of aesthetic, social and environmental issues**, as well as functions and industrial practices.

This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. We encourage children to **become informed consumers**. Through designing and making, cooking and nutrition, children develop skills, knowledge and evaluative capacity to solve problems and meet needs whilst also enhancing their creativity. They learn to work with others and use time efficiently as part of the design process.

Music

At Hallfield Primary School, it is our intent that children explore how **music connects people and places**, often contributing to people's identity through its **historical, cultural and social origins**. The music curriculum intends to enhance children's engagement with the world through awareness and appreciation of different **musical traditions** and **genres**, helping them to develop their **own interests and tastes**. Alongside this is the aim to nurture an evolving **musicianship** in each child through singing, listening, composing and performing.

Children learn about **the structure and organisation of music**, learning to listen and to **appreciate different forms**. They develop **descriptive language** skills in music lessons when learning about how music can represent different feelings, emotions and narratives. Therefore, children learn **technical vocabulary** and they are encouraged to use this effectively and appropriately to provide precise explanations. Using this appreciation and examination of music, children practise a **repertoire of skills** that they use to **compose and perform** original, imaginative and distinctive pieces.

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Physical Education (PE)

We want children to improve their health and fitness to lead **active lives** and teach them **skills they can use for life**. PE develops important skills that make children more **aware of their own bodies and the space they inhabit**. Additionally, we want PE to encourage **interest in sports and competition**, which can enrich their lives and be taken into adulthood. Sports bring people together and **build character** through challenge and teaching the values of **fairness and respect**.

As obesity rates reach high levels in the UK, we see PE as a way of tackling it across children's school experience. We believe we can achieve this by engaging children with our provision across the school day and beyond such as PE lessons, sports and competition, playtime provision, cycling proficiency and the daily mile. We provide children with opportunity to undertake **physically and mentally demanding challenges** for sustained periods, particularly in games, athletics, swimming, dance, gymnastics and outdoor adventurous activities.

We recognise the importance of developing social and cognitive skills as well as **cooperation, collaboration** and gaining confidence in achieving well. Developing communication and **leadership skills** enforces the mutual respect we insist upon at Hallfiled and can be applied across all their school experiences. These are important intentions of our PE lessons. Additionally, we want the children to understand the significance of **healthy practices** which contribute to their physical and mental health.

Spanish

The Spanish curriculum at Hallfield is not only **developing children's language** competences, it also enriches their **intercultural understanding** and their spiritual, moral and cultural experiences. Stories, songs, videos and rhymes cultivate children's experience with cultural insights into other people's lives from different countries around the world.

We want children's language learning to help them **express their ideas and thoughts** in another language and to understand and respond to its speakers, both in speech and in writing. Through linking language learning to curriculum topics, we also want them to be able to communicate for practical purposes, learn new ways of thinking and **feel part of the wider world** and be ready for future opportunities in modern life.

In the Spanish curriculum, children develop an understanding and respect for diversity, removing barriers between cultures and look at shared values and aspirations, such as personal liberty, democracy and the rule of law. In addition, they increase their understanding of language structures, patterns and origins to compare with the vast number of language spoken in school, locally and across the globe

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Religious Education

Religious Education at Hallfield intends to develop children's understanding of the diverse beliefs across the world and within the school. Children learn about the similarities and differences between religions and their practices to help develop this understanding. As part of this process, we encourage curiosity with the intention of children reflecting on their own thoughts and beliefs. Therefore, we want the children to be confident in their approach to enquiry. This approach has five steps.

- At the **Communicate** and **Apply** steps the teacher brings the child to attend to their own and others experience.
- At the **Enquire** and **Contextualis**e steps to engage intellectually.
- At the E**valuate** step to discern value for others and themselves in a way dependant on the context of the enquiry.

Through the exploration of different religions and beliefs, including those of non-religious groups, it is intended that children develop spiritually, morally and socially. They explore big questions about life, death, justice, good and evil and truth. We intend children to use this and develop cultural understanding and racial harmony by considering respectfully how they lead their own lives and how others lead theirs.