Hillside

Curriculum Handbook

2023-2024

The Hillside Curriculum

At Hillside we have worked alongside our Trust to develop a curriculum that is broad and balanced and meets the ambition of the National Curriculum. Below is the vision and model that we have adopted and adapted to meet the needs of our children.

Our curriculum begins with our curriculum principles, these have been tailored specifically to the needs of our children and our community.

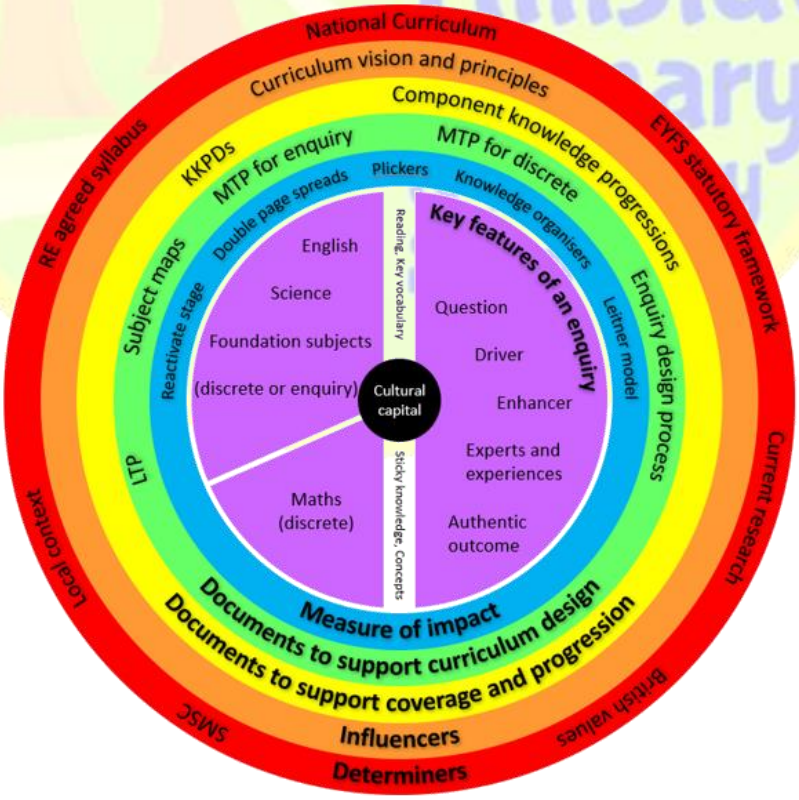
Broaden Horizons
Many of our children come from deprived backgrounds or have little experience of the world beyond Hucknall. We want to broaden their horizons so they gain a better understanding of the world in which we live.

Communication Based
Many of our children struggle with communication when they join us in the Early Years and so we want to ensure that they have secure foundations on which to build in order to join the world of work.

Values Driven
We want our children to become good, moral citizens and so we use our values to support our children to make wise choices.

We use Key Knowledge Progression Documents (KKPDs) which have been developed within our Trust. The FHP KKPDs have been created to ensure **coverage**, **progression** and **retention** of knowledge within our curriculum. Each document identifies the composite knowledge that children need to learn in each year group through a series of progressive statements. Each statement is either phrased as 'know' to represent that these statements are substantive knowledge or 'know how' to represent procedural and / or disciplinary knowledge.

The model below shows how we have developed our curriculum.



This year we will be developing the diagonal links in our curriculum using concepts. The concepts will support children in making links across subjects and years in order to gain a deeper understanding of what they are learning.

Maths

At Hillside we are passionate about developing numerate children who have a love and understanding of maths. As a school we encourage a relentless pursuit of mathematical understanding and skill in order to help our pupils to become inquisitive and confident mathematicians. Over the last few years we have been working to embed the idea of Mastery within our Maths teaching- encouraging children to develop a deeper understanding of mathematical concepts.

Early Years

In EYFS pupils should be developing their concept of the number system through the use of concrete materials and pictorial representations. They should experience practical calculation using a wide variety of equipment, e.g. small world play, role play, counters, cubes, ways of recording calculations using pictures, etc. We use Numicon to help develop a deep understanding of the number system. Reception are currently taking part in the Mastering Number Programme from NCETM, which is a programme designed to ensure children have a thorough understanding of number and the number system. This programme will make up the majority of Maths taught sessions, with the remainder being teacher designed in order to cover other aspects of the curriculum. In order to ensure that all aspects of the curriculum are covered we have created a long term plan which covers both Reception and Nursery that identifies key concepts to be taught, including those from the Mastering Number programme.

KS1 and 2

From Year 1- 6 we use Maths No Problem! (MNP) supplemented with teacher designed resources. This scheme uses the Concrete, Pictorial, Abstract approach to encourage children to think mathematically, building in lots of opportunities for mathematical discussion and encouraging the use of manipulatives. As part of our work on manipulatives we have introduced Numicon across KS1 and 2 in order to give children access to a consistent manipulative should they need it. Teachers have the flexibility to adapt the ideas in MNP and some lessons will be designed from scratch if teachers feel there is a more effective approach to teaching a concept. Our learning for each half term has been put into a 6 week framework to show the flow of learning and teachers have considered carefully the best time to teach each concept. As a result of the publication of the Ready To Progress Criteria we have also been able to identify key content within each year group. This content is already part of our Maths curriculum but is highlighted within planning so staff are aware of its importance.

KS1 also follow the NCETM Mastering Number. This is a programme which is based on 4 sessions a week outside of Maths lessons which aims to develop children's understanding of Number and the Number system. As part of this work one of the key resources which pupils will use is a Rekenrek.

Daily Arithmetic Practice

In Years 2 – 6 children have the opportunity to practise arithmetic regularly through 10 in 10. 10 in 10 is a set of 10 questions which the children have 10 minutes to answer. The questions are carefully chosen to cover:

- ✓ Recent/Current teaching
- ✓ End of Year expectations
- ✓ Ready to Progress Criteria

This gives the children the opportunity to practise key mathematical skills throughout the year and encourages regular revisiting of concepts.

Times Table Rockstars
As a school we use Times Table Rockstars as a way to practise Times Table knowledge, both in preparation for the MTC at the end of Year 4 and to contribute towards children's fluency in mathematical facts.
In Year 3 and 4 children have regular sessions in class where they use TTRS to practise their times tables. All children from Year 2 – 6 have access to TTRS online and can use it to practise their tables at home.

Reading
Children are exposed to high quality, age-appropriate texts throughout their time at Hillside. As much as possible, we aim to link our texts to the current curriculum enquiry to allow children to apply prior knowledge and deepen their understanding in that area. Our texts are also chosen based on the richness of learning they bring to our specific reading skills. Throughout school, we aim to cover a wide variety of authors, genres and topics to widen our children's cultural capital.
In KS1 we follow the RWI scheme to deliver the phonics learning. Once children are off program, we use the FFT comprehension Framework to support our delivery of the reading curriculum.

Writing
Through our immersive curriculum, children at Hillside experience writing woven through their enquiries. This engages children, gives their writing a purpose and allows for a wide variety of text types and knowledge-use.
Through use of the genre progression document and the grammar and punctuation progression document, staff are aware of what specific skills need to be taught in their year group to ensure that progression is evident, and children are being challenged appropriately.

The Enquiry Design Process

In order to ensure we have clarity over our enquiries we use an Enquiry Design Process. This supports teachers in considering the key aspects of their planning in order to ensure the enquiry is progressive, meets the ambition of the National Curriculum and supports children in making links in their learning.

Enquiry Design Process

Process	Additional Information/Examples
Refer to the appropriate statements from the curriculum long term plan for this enquiry.	Know how Britain changed between the beginning of the stone age and the iron age • Know the main differences between the stone, bronze, and iron ages • Know what is meant by 'hunter-gatherers'?
Decide on your **enquiry question** built from the theme – led by the driver – e.g. History/Geography/Science.	Example question: Is conflict ever justified? You should not be able to answer your question through Google. NB Children need to be able to enquire within the enquiry for themselves so consider this.
Select an **authentic outcome** which allows children to demonstrate and reflect on their learning linked to the enquiry question.	Will this be an exhibition? A problem to be solved? Something that makes a positive change within the community? How might it leave a legacy?
Identify the additional sticky knowledge from the Component to sticky knowledge document.	Which retrieval practices will be adopted to make this 'finger-tip' knowledge and when will these occur? How will it be captured and referred to within the classroom environment? All should include subject specific vocabulary along with the key facts and children should be able to articulate both in their own words.
Map out the 6-week enquiry to reach the authentic outcome.	Plan the learning activities so they take into account: pre-learning; what learners want to know; time for consolidation; collaborative learning; pupils owning their learning; powerful reflection throughout; long term memory retention etc.
Identify the enquiry **hook** and **opportunities** to engage with **experts and experiences**.	Will the hook launch the enquiry or feature at a different point? Who might be the experts you could utilise and what experiences may make the learning more tangible and meaningful? Could they become a critical audience for the enquiry learning?
Identify opportunities for developing communication skills, promoting the values, and broadening horizons.	E.g. working with senior citizens on how to use technology.
Consider how the **environment** will enable the learning to be successful.	Consider how the environment might support the current enquiry whilst supporting long term memory retention of current and previous learning. Use of the Learning Journey.
Ensure there are opportunities across the week to use the Leitner Model and a session at the end to use Plicker.	Children have a chance to consolidate their learning by presenting something to someone or having time to discuss. How might parents be engaged with the learning and the outcome?
Choose a **quality text** which links English with the driver.	E.g. Letters from the Lighthouse. How else will you promote a love of reading through high quality texts within the enquiry?

Planning Proformas

In order to ensure that we have complete coverage of the National Curriculum we use a Long Term Plan (LTP) to map out what will be taught when for each year group, it also supports staff in beginning to formulate their enquiries across the year. Whole school subject maps are used to map out the content choices within each subject and each year group to look for overlap and progression. These plans then inform the Medium Term Plan (MTP) which are written for each 6 week enquiry. The MTP ensure that teachers have clarity over what they are teaching, but also what has gone before and what will come next so that they can support children to make the links in their learning. Teachers then use this to create their weekly plan following the Lesson Design Model.

LTP

	Autumn 1	Autumn 2	Spring 1	Spring 2
			Additional information around the Enquiry	
Enquiry question				
Enquiry driver				
Enquiry enhancers				
Discrete subjects				
Rationale for enquiry				
Key content choices (e.g. significant people, events etc)				
Hook				
Experts and Experiences				
Authentic Outcome and Social Legacy				
Assessment opportunities & retrieval practices				
Key Texts				
Writing Genres				

Whole School Subject Map

Year 2	Strand (s) (taken from KKPDs)		Beyond Living Memory Interpretation				Lives of significant people Local History Historical enquiry
	KKPD codes (and subject content choices)	No new History KKPDs are taught during this term. Instead, the History sticky knowledge from the year's KKPDs is re-covered through our flashcard assessment routine (Leitner model).	H2.1 know about an event beyond living memory that is significant nationally or globally and where it sits within a chronological framework (e.g. Great Fire of London, the Titanic, the first aeroplane flight or events commemorated through festivals or anniversaries) The Titanic H2.6 know how to compare two different versions of the same account 1st and 3rd class What happened when it sank Thomas Andrews (Titanic Designer) H2.7 know what sources are. H2.8 know how to use primary and secondary sources to find information Different sources linked to the sinking of the Titanic. H2.9 know and use historical vocabulary to represent the passing of time, (e.g. chronology, decades, centuries and specific years studied, such as 1666) H2.10 know their full date of birth. H2.11 know what a timeline is and how it shows the passing of time	No new History KKPDs are taught during this term. Instead, the History sticky knowledge from the year's KKPDs is re-covered through our flashcard assessment routine (Leitner model).	No new History KKPDs are taught during this term. Instead, the History sticky knowledge from the year's KKPDs is re-covered through our flashcard assessment routine (Leitner model).	No new History KKPDs are taught during this term. Instead, the History sticky knowledge from the year's KKPDs is re-covered through our flashcard assessment routine (Leitner model).	H2.2 know how to compare aspects of life in different periods in relation to a significant person in the past and understand where it sits within a chronological framework Robin Hood Sheriff of Nottingham H2.3 know what the word significant means and why we remember significant people from the past H2.4 know about a significant historical event, person or place in their own locality Nottingham Castle H2.5 know how to ask a range of questions about artefacts and sources from the past
	Rational for subject content choices		- This enquiry leads on from the previous ocean-based enquiry. - 1st and 3rd class explores the ideas of fairness and individual liberty - Looking at Thomas Andrews to explore right and wrong. - Different sources can be used to learn about the sinking of the Titanic - Full date of birth builds on learning in year 1 about the month and year they were born.				- Nottingham Castle will provide a link to DT and testing the properties of different materials. - It is a significant place in our locality will increase children's understanding and appreciation of the history of their local area.
	Enquiry Question	Is the ocean a happy habitat?	Could we have stopped the titanic from sinking?	How can we celebrate our differences?	How does your garden grow?	Where would you love to live?	What truth lies behind the legends of Nottingham Castle?
	Subject Vehicle		Driver				Enhancer

MTP

Enquiry Question		Driver (and theme)		Year Group Term	
School Curriculum Principles	Broadening horizons –	Values driven –		Communication opportunities –	
Enquiry Intent				Concept(s) to be developed	
Hook		Authentic Outcome			
Key Texts		English Genres		Subjects to be taught discretely	
Prior knowledge for driver		Prior knowledge from other subjects			
Subsequent knowledge for driver		Subsequent knowledge from other subjects			

KKPD statements for enquiry driver and enhancer subjects				
	Driver -	Enhancer –	Enhancer -	Enhancer -
KKPD statements				
Key vocabulary		Assessment opportunities & retrieval practices	Daily reactivate sessions. Leitner model Double page spreads at the end of each enquiry	
Enquiry sticky knowledge				

Learning sequences for enquiry driver and enhancer subjects					
Week & sticky knowledge included	Driver - Science	Enhancer - Writing	Enhancer - Art	Enhancer- Geography	Links / events / things to consider etc
1 Question of the week: Sticky knowledge: •					

Weekly Plan

Session	Learning Objective	Success Criteria	Lesson Design Sequence	
1 **Tuesday pm** **1 hour**	To be able to match animals to their habitats	I can name the animal I know what the animal needs from the habitat I can name the habitat I can match the animal to the correct habitat	**Reactivate**	What habitats do you already know? List them!
			Teach / Model / Facilitate	T to show chn a picture of a polar habitat. T to model to chn how we might describe this habitat i.e. This habitat is cold and icy. T to then ask chn to think about the animal that might live there. T to model writing sentence stem on to board.
			Learning Together	Chn to have images of a desert, woodland, rainforest and garden with a selection of different animals. Chn to orally rehearse discussing what the habitats are like and which animal would live there and why.
			Independent	Match the animals and the habitats pictures. write a sentence about each habitat. Scaffold – stem sentences to help say why the animal lives in that habitat. (stick the scaffold in the books) This habitat is..... and ..... A ..... would live here because..... Deepen – 2 blank boxes to add in a habitat of choice and an animal that would live there.
			Reflection	Can a monkey live in an ocean? if not why not?
2 **Tuesday pm** **55 minutes**	To be able to match adult animals to their baby animal name	I know the names of adult animals. I know the names of baby animals. I can match the adult animals to the correct baby names.	**Reactivate**	Leitner pictures – name the habitats, name the animals, name the microhabitats.
			Teach / Model / Facilitate	Lets play I spy... I spy an animal that has 4 legs, fur and a tail. it begins with a g. When chn name the correct animal, T to tell chn what the animal is called when it is a baby and write them on the board. I spy a ..... carry on with the other animals on the sheet.
			Learning Together	Chn to test their partner – can they remember the names of the baby animals? Names left on the board to support if needed.
			Independent	Complete the matching activity. Scaffold: A baby..... is called a .....

Subject Leadership

At Hillside, staff members have the opportunity to become subject leaders. Subject leaders have responsibility for a subject across school. They need to have a strategic overview of what is happening in that area across the whole school – from EYFS to Year 6 (and into Year 7.) They need to understand what will be taught (intent), how effectively it is being taught (implementation) and how well pupils know, understand and remember what is taught (impact).

Subject leaders use the following prompts to support their knowledge about their subject.

Scope: Is the curriculum ambitious? Does it at least match that of the NC? Does planning consider all types of knowledge that pupils need from EY to Year 6?

Components and sequencing: Are larger, composite ideas broken down into smaller steps or component knowledge? Does prior knowledge support subsequent learning? Is there an obvious progression from one end point to the next?

Memory: How has the curriculum been designed so that pupils re-visit important knowledge and remember and understand it? How does the curriculum aim to connect knowledge in long-term memory to develop greater understanding?

SEND: How has the curriculum been planned to ensure ambition for all? If pupils find the study of a subject difficult, how is the curriculum adapted?

Pedagogy and assessment: How are lessons delivered in the subject? Is it generic pedagogy or subject-specific? How well do teachers use formative assessment to systematically check pupils' knowledge and understanding. How does assessment inform future learning?

Enrichment: How is the subject experience enriched through experts and experiences? How does the subject develop cultural capital? Do disadvantaged and children with SEND access the same experience as others?

Culture: Is the subject valued? How well are staff trained and developed in this subject? Are there opportunities for pupils to build cultural capital? What about to develop a love of this subject?

Policy: How do school-wide policies integrate the subject e.g., marking, feedback, CPD etc? Is this subject a priority for the school?

Appendix 1 – Hillside Curriculum Structure Flowchart: How our model is enacted

Principles

Before planning the curriculum intent, each school designs **key principles** that underpin the curriculum. These are the most important things that children need to thrive and succeed. The principles are derived from the **school's context**.

Statutory docs

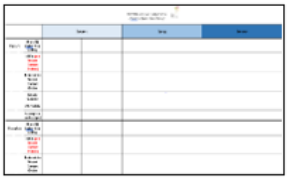
The FHT curriculum meets and sometimes exceeds the expectations of the **NC, EY educational programmes** and other documentation, such as the **RE agreed syllabus**. **National association materials** have been used to enhance the curriculum and ensure expertise is evident in our design.

KKPDS – Composite knowledge

Statements from each subject within the statutory documentation have been broken down and sequenced into strands and year groups. We call these **key knowledge progression documents (KKPDs).** These contain key **substantive, procedural** and **disciplinary knowledge** across all subjects, including PSHE/RSHE. These progressions start in **Nursery** and continue into **Year 7**. Secondary experts have supported this work.

Subject maps and Long-term plan

Composite knowledge from the **KKPDs** is mapped on to a **whole school long-term plan** and sequenced on **subject maps**. This work is completed by subject leaders, alongside the teaching team. The curriculum lead oversees all work to ensure a sequential and progressive curriculum. They ensure links are made across year groups and subjects through deliberate and diverse **content choices**.
Each subject has a **subject map** that shows what knowledge pupils will learn and in which term of each year group, with knowledge building over time.
The **rationale** for content choices is given to indicate how learning links to previous and subsequent study within the subject and across other subjects. A **Whole school long-term plan** is created. This sets out what pupils in each year group will be taught in all subjects through a **half termly enquiry**. Subjects are delivered as **drivers** and **enhancers** to the enquiry (when this enables children to answer the enquiry question to its fullest.) When this is not possible the subject is taught **discretely**. See enquiry on a page document.



Medium-term plans

KKPDs and component knowledge progressions are used by teachers to create **learning sequences and objectives**. These are plotted on an **enquiry** and a **discrete medium-term plan**. **Sticky knowledge** we want children to know and remember is clearly identified, alongside ambitious, **tier 3 vocabulary**. This decision is checked by the subject leader, as the expert of the curriculum progression in school. This sticky knowledge/vocabulary is included on **knowledge organisers**. Opportunities for promoting **British Values**, **SMSC**, working with **experts** and the **community**, and leaving **a legacy** are identified at this stage.

Lessons and recording

Individual lessons are then planned in finer detail using the **lesson design model**. At this stage, learning will be **adapted for pupils with SEND**, using the **QFT and subject-specific SEND adaptation sheets**. These ensure teachers provide access to lesson content with no lowering of ambition for these pupils. Learning is ideally evidenced in the children's **enquiry books**. **Curriculum symbols** are used on each piece of work to indicate the subject that children are studying and the subject-specific knowledge and skills they will need to apply. **Knowledge organisers**, including key vocabulary, are created for children to refer to throughout the enquiry.

Learning journey & assessment

A **'learning journey'** display is built up throughout the enquiry. Included on the learning journey will be **sticky knowledge** and **key vocabulary**.
Sticky knowledge is checked using a variety of assessment tools, including the **Leitner model**, **double page spreads**, **knowledge organisers**, **Plickers** and the **'reactivation'** stage of the lesson design.

At the end of each enquiry, children **answer the enquiry question** and showcase an **authentic outcome**, demonstrating the knowledge they have gained.