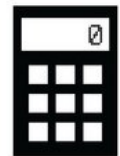
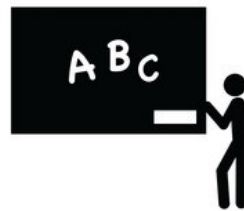




Our Curriculum



A more excellent way



English Curriculum

Curriculum Intent

- Like all of our curriculum, English teaching at Harper Bell reflects the pride that we have in our cultural heritage, while celebrating the fact that we are British citizens. It meets the requirements of the National Curriculum but is bespoke to the pupils of Harper Bell.
- Our pupils come from across the globe, with a large proportion of them of African or African-Caribbean heritage. Literature studied in English celebrates this, with books such as *Journey to Jo'Burg* and *The Other Side of the Truth* covering the topics of South Africa's apartheid and human trafficking from war torn Nigeria. Topical issues such as immigration, political unrest and refugees are taught via texts including *Oranges in No Man's Land*, *Boy Overboard*, *Malala: My Story of Standing Up for Girls' Rights* and *The Boy at the Back of the Class*.
- Alongside thought provoking titles that address issues pertinent to our pupil body, classic and much loved books like *Charlotte's Web*, *The Borrowers* and *Pippi Longstocking* are used to provide our children with the cultural capital of being widely read.
- The writing curriculum is rich in literature. Children are taught fundamental spelling, punctuation and grammar skills via whole-class texts like those listed above. Writing skills are given greater priority than genre types. All children are taught age-appropriate writing skills in order to ensure that they can communicate in coherently sentences that are grammatically accurate.
- The importance of communication can be seen through the expectation that all children and staff must talk in full sentences using standard English. From the moment that children arrive to school in the morning and are welcomed with a handshake and greeting from their class teacher as they cross the threshold to their classroom, to the oracy and debating programme taught in upper key stage two, expectations for speaking and listening are high.
- An increase in pupils who speak English as an additional language influenced our decision to study Latin as our "modern" foreign language. This "dead" language brings many benefits to the teaching of English. Half of our English vocabulary is made up of Latin words and roots and it supports the teaching of grammar. English grammar is abstract and invisible because of its lack of structure and inflection. But Latin grammar is concrete and visible because of its structure and inflection which means noun endings tell you what the noun is doing in the sentence.



A child from a high-income family will experience 30 million more words within the first four years of life than a child from a low-income family. This gap does nothing but grow as the years progress, ensuring slow growth for children who are economically disadvantaged and accelerated growth for those from more privileged backgrounds.

Curriculum Implementation

- A child's literacy development is dependent on the interconnection between reading and writing. We believe that when children read extensively they become better writers. Reading a variety of genres helps children learn text structures and language that they can then transfer to their own writing. In addition, reading provides young people with prior knowledge that they can use in their stories. One of the primary reasons that we read is to learn. Especially while we are still in school, a major portion of what we know comes from the texts we read. Since writing is the act of transmitting knowledge in print, we must have information to share before we can write it. Therefore reading plays a major role in writing.
- Socio-economic factors shape and guide a child's acquisition of language. Research shows that children from low-income families are exposed to significantly less words in their lifetime than those from more affluent families. Language poverty is a barrier to academic progress and not just in English. With approximately half of the pupils at Harper Bell class as disadvantaged, we recognise the importance of language, communication and vocabulary. With this in mind, each week of writing starts with a lesson focused on new language, the aim of which is to expand pupils' vocabulary range. Once children acquire new language on a Monday, much of which is visibly displayed in the classroom, they are provided with opportunities to apply it throughout the week.
- Reading teaching is done via a whole-class model, with lessons pitched according to the varied needs of the children. All pupils are exposed to a rich array of literature and taught key reading skills in a systematic way, from decoding to language acquisition, to retrieval and then inference. Reading is given as much teaching time as writing and maths, such is its high standing at Harper Bell.

Curriculum Summary

- Reading and writing are interconnected;
- Curriculum is rich in language and literature;
- Literature covers a range of cross-curricular topics, with a broad spectrum of texts, from classics to modern favourites and books that cover political issues to the works of Shakespeare;
- Writing prioritises spelling, punctuation and grammar skills over genres;
- An online reading platform provides all families with a catalogue of thousands of books.





Maths Curriculum

Curriculum Intent

- One of the three aims of the national curriculum states that pupils will: become fluent in the essentials of mathematics, through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. It is the aim of the Harper Bell Maths curriculum that all children develop this confidence with number and conceptual fluency to grow into effective and competent mathematicians.
- The ability to calculate 'in your head' is an important part of mathematics and an important part of coping with society's demands and managing everyday events. The national curriculum and the Framework for teaching mathematics make clear that children should learn number facts by heart and be taught to develop a range of mental strategies for quickly finding from known facts a range of related facts that they cannot recall rapidly. Our approach to the teaching of mathematics will then facilitate pupils being able to efficiently recall key number facts and choose mental or written methods to demonstrate accuracy and understanding.
- With this approach at the heart of our maths curriculum, we intend for the children of Harper Bell to build confidence with number and be proficient in all of the four operations. Our maths curriculum readies them for utilising maths in the real world and gives them the skills and knowledge required to be a success beyond the classroom.
- Our aim is to further develop the quality of teaching across school and support in improving the interpretation of our newly arrive pupils into school. Focusing on the fundamentals of maths will give all children a firmer foothold to access the rest of the mathematics curriculum and enable them to 'catch up' where necessary. It will also give teachers a clear insight into expectations of their age group of learners in tandem with the guidance offered by the White Rose. By the end of the Autumn Term, each learner should have vastly improved in their fluency and understanding of number.
- Additionally, this approach will help cater for those children who as Ofsted commented, '...do not fully understand what they need to do. As a result learning time is wasted, which limits the progress these pupils make.' (J Evans, October 2018). Through this approach, such children will not be required to move onto over challenging problem solving and reasoning problems and instead will be given the opportunity to develop their fluency and varied fluency and grow increasingly confident with using and investigating number.
- The aim is to ensure that children are able to calculate both written and mentally for their personal mathematical ability and not asked to tackle concepts that are beyond their level.
- We hope to address the development point that sometimes 'expectations are too low' (J Evans, October 2018) by ensuring that teachers have tangible examples of fluency and calculation models to help them with accuracy in pitch and delivery.



Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers.

Curriculum Implementation

- The White Rose document is used to support our delivery of the curriculum. This scheme allows children time to access key concepts and provides the depth of learning required so that our children can fulfil their true potential in maths. The blocked units give learners the opportunity to access key mathematical principles in a variety of ways and the time to revisit and practise these skills.
- Across the curriculum we believe in the concrete-pictorial-abstract (CPA) approach is the most effective in harnessing children's potential in maths. Throughout all phases we see that the use of manipulatives can help learners create and use representations to organize, record, and communicate their mathematical ideas. As a result, they begin to develop a more positive maths disposition and take ownership of their own learning as well as supporting in building the conceptual understanding in maths. CPA aids learners—in the progress through varying levels of proficiency and they use manipulatives to progress through these stages of development.
- Our maths curriculum also develops mathematical vocabulary. In class, educators will focus on teaching the meaning of key mathematical words and the children will be exposed to such language in every lesson. We want our children to understand the meaning of words in mathematical contexts and to realise that some words such as “difference,” “true,” or “product” have different connotations in maths. Being exposed to such vocabulary will allow for more meaningful discussions in maths and allow for children to articulate their reasoning in a much more effective form. Additionally, having such vocabulary visible and normal practise in a maths lesson will help support our children who have English as an additional language if the words are used and associated within a clear mathematical context.

Curriculum Summary

- Focus on mental strategies and recalling facts quickly.
- Proficiency in the four operations.
- The White Rose supports the deepening of learning mathematical concepts.
- CPA approach and using manipulatives allows for children to contextualise ideas.
- Key mathematical vocabulary to be embedded.





Curriculum Intent

- Worship is a cornerstone of life at Harper Bell Seventh-day Adventist Primary School. Acts of daily worship are linked to our Christian faith and take the form of prayer, song, Bible readings and reflection. Each day starts with worship taking place in class and ends with whole-school worship. We also welcome pastors into school once a week to lead worship, as well as visiting our local church throughout the year.
- At Harper Bell religious education (RE) is at the heart of school-life and a highly valued academic subject that enables understanding of how religion and beliefs affect our lives. At the heart of RE in Harper Bell is the teaching of Christianity, rooted in the person and work of Jesus Christ. Pupils from 4-11 explore the significant theological concepts within Christianity as part of developing their wider religious, theological and cultural literacy.
- There is also a clear expectation that as an inclusive community, we encourage learning about and learning from other religions and foster respect for other religions and world views.
- As a school we follow the Birmingham Agreed Syllabus for RE, the aims of which can be summarised as:
 - To know about and understand a range of religions and worldviews;
 - Express ideas and insights about the nature, significance and impact of religions and worldviews;
 - Gain and deploy the skills needed to engage seriously with religions and worldviews;
- RE lessons are planned around one of the 24 dispositions that we study, which include the likes of being regardful of suffering, being loyal and steadfast and expressing joy. Dispositions are clustered and timetabled to align with significant religious festivals and events, as well as complimenting the topics and objectives being covered in PSHE.



Studying religion and belief has a claim to be an indispensable part of a complete education because of the influence of religions and beliefs on individuals, culture, behaviour and national life.

Curriculum Implementation

- All geography units are supported by bespoke pupil journals that have been designed and published by our staff. Geography pupil journals and other teaching materials that teachers use are designed to meet the needs of our bespoke curriculum and reflect our three curriculum drivers - our faith, cultural heritage and university aspirations. All teaching staff contributed to their design and helped refine them to ensure ownership.
- Teachers have good geographical knowledge, as well as a strong understanding of the demands placed on them by the National Curriculum. Our continuous professional development programme dedicates time and resources to geography and the pupil journals identify the geographical skills and knowledge that must be taught in any given lesson.
- Learning beyond the classroom is a significant feature of geography at Harper Bell. Where possible, steps are taken to enable pupils to see first-hand the geography being studied. Experiences such as educational visits to a variety of locations, ranging from contrasting settings to inner-city Birmingham and a journey to London, run alongside fieldwork opportunities that are used to contextually develop map reading and compass skills.
- Teaching and assessment focuses on geographical knowledge and skills rather than English skills and writing outcomes.
- By studying geography, children will gain an insight into a range of practical, social, economic and environmental issues.

Curriculum Summary

- Christian faith informs our collective worship;
- Worship via prayer, song, Bible readings and reflection;
- Birmingham Agreed Syllabus for RE is followed and teaches children to learn from faith and to learn about religious traditions;
- There is also a clear expectation that as an inclusive community, we encourage learning about and learning from other religions





Geography Curriculum

Curriculum Intent

- Our geography curriculum reflects the pride that we have in our cultural heritage, while celebrating the fact that we are British citizens. It meets the requirements of the National Curriculum but is bespoke to the pupils of Harper Bell.
- Our pupils come from across the globe, with a large proportion of them of African or African-Caribbean heritage. For this reason we study geographical content such as the geography of Africa throughout the year rather than simply during Black History Month.
- Rich in knowledge, geography lessons are built around high expectations in terms of geographical facts and figures, skills and vocabulary. Children are taught key topical language and are expected to apply this orally and in writing. In places, content goes beyond the primary National Curriculum and reflects our demanding expectations, an example being the study of international water conflicts and trade wars in key stage two.
- As well as being influenced by the cultural heritage of our families, geography at Harper Bell is also informed by our Christian faith. For example, year 6 study the physical and human geography of the Bible. Taking geographical content from the Bible such as Mount Arafat (Noah's Ark) and Mesopotamia (Adam and Eve) as drivers, they are taught the content of the National Curriculum in a way that is unique to Harper Bell.
- The geography of Great Britain runs throughout our curriculum, with both key stage one and two learning about the human and physical geography of England, Wales, Scotland and Northern Ireland. Links are also made to current affairs and topical issues related to British human geography, including the Windrush Scandal and Brexit.
- Literature studied in English has been carefully selected to supplement the geography curriculum and provide pupils with a context to apply their newly acquired geographical knowledge and understanding. Classic novels such as Michael Bond's Paddington Bear bring alive year three's studies of London. Much loved titles like this are complimented by more modern texts such as *The Other Side of Truth* by Beverley Naidoo (with endnotes including the UN Convention and Rights of the Child charter) which explores the human cost of military rule and war in Nigeria.
- Geographical skills are valued as highly as topical content. These are planned and mapped across the school to guarantee coverage and progression while ensuring pitch is demanding in all year groups.



The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together. Barack Obama

Curriculum Implementation

- All geography units are supported by bespoke pupil journals that have been designed and published by our staff. Geography pupil journals and other teaching materials that teachers use are designed to meet the needs of our bespoke curriculum and reflect our three curriculum drivers - our faith, cultural heritage and university aspirations. All teaching staff contributed to their design and helped refine them to ensure ownership.
- Teachers have good geographical knowledge, as well as a strong understanding of the demands placed on them by the National Curriculum. Our continuous professional development programme dedicates time and resources to geography and the pupil journals identify the geographical skills and knowledge that must be taught in any given lesson.
- Learning beyond the classroom is a significant feature of geography at Harper Bell. Where possible, steps are taken to enable pupils to see first-hand the geography being studied. Experiences such as educational visits to a variety of locations, ranging from contrasting settings to inner-city Birmingham and a journey to London, run alongside fieldwork opportunities that are used to contextually develop map reading and compass skills.
- Teaching and assessment focuses on geographical knowledge and skills rather than English skills and writing outcomes.
- By studying geography, children will gain an insight into a range of practical, social, economic and environmental issues.

Curriculum Summary

- Influenced by the cultural heritage and faith of our pupils and families;
- Ensures children gain an insight into a range of practical, social, economic and environmental issues and are educated in current and topical affairs related to human geography;
- In depth studies of the geography of Great Britain and Europe;
- National Curriculum coverage guaranteed;
- Bespoke pupil journals support teaching and learning;
- High-quality and thought provoking literature extends learning;
- Cultural capital gains made via educational visits, high quality texts, field studies, demanding content, development of oracy skills and many more things.





History Curriculum

Curriculum Intent

- Our history curriculum reflects the pride that we have in our cultural heritage, while celebrating the fact that we are British citizens. It meets the requirements of the National Curriculum but is bespoke to the pupils of Harper Bell.
- Our pupils come from across the globe, with a large proportion of them of African or African-Caribbean heritage. For this reason we study historical events and periods such as the Windrush Generation, ancient African civilisation and the contribution of Commonwealth countries during World War One and Two throughout the year rather than simply during Black History Month.
- Rich in knowledge, history lessons are built around high expectations in terms of historical facts and figures, skills and vocabulary. Children are taught key topical language and are expected to apply this orally and in writing.
- Coherently planned, our history curriculum spans a breadth of subjects. For example, while learning about the Romans, year three study the Bible within their history lessons and the numerous biblical references to this great historical period. In art lessons, pupils learn about great British painters such as L.S. Lowry and J.M.W Turner. Further opportunities to cumulatively gain sufficient historical knowledge and skills are planned for via other subjects, including languages, English, Music and PSHE.
- The history curriculum is demanding and expectations are unashamedly high. As well as being influenced by our Christian faith and cultural heritage, the history curriculum provides much cultural capital while exposing pupils to content and subjects rarely seen in state primary schools. Most notably, our foreign language of choice is Latin, with half of all Latin lessons focused on the cultural context of the periods that gave birth to this classic language - Ancient Roman and Greek history.
- Harper Bell has higher pupil mobility than much of the country. Our transient pupil body brings with it numerous challenges, including the need to support families and help them quickly adjust to school life. In recent years we have welcomed a number of children to Harper Bell who are new to the country having travelled to Britain for a variety of reasons. Therefore in English we have carefully selected texts to help educate our pupils about the conflicts and political landscapes of countries such as Syria and Afghanistan. This also provides us with ample opportunities to further embed the British values of mutual respect, democracy and individual liberty.



A people without the knowledge of their past history, origin or culture is like a tree without roots. Marcus Garvey

Curriculum Implementation

- All history units are supported by bespoke pupil journals that have been designed and published by our staff. History journals and other teaching materials that teachers use are designed to meet the needs of our bespoke curriculum and reflect our three curriculum drivers - our faith, cultural heritage and university aspirations. All teaching staff contributed to their design and helped refine them to ensure ownership.
- Teachers have good history knowledge, as well as a strong understanding of the demands placed on them by the National Curriculum. Our continuous professional development programme dedicates time and resources to history and the pupil journals identify the historical skills and knowledge that must be taught in any given lesson.
- Reading is prioritised across the curriculum, especially in history. High-quality, thought provoking texts drenched in historical knowledge are studied in both history and English. Books such as *The Boy in the Stripped Pyjamas* and *Once* offer a context to significant historical events like World War Two and the Holocaust and help pupils empathise with those affected in a way not possible when simply studying key facts, figures and events. While texts including *Oranges in No Man's Land* and *Ghost Boys* provide pupils with an insight into more current affairs and history.
- Teaching and assessment focuses on historical knowledge and skills rather than English skills and writing outcomes.
- History teaching gives children many transferable skills desired by employers, including the ability to research, be analytical, work in a team and good communication skills.

Curriculum Summary

- Influenced by the cultural heritage of our pupils and families;
- In depth studies of significant events in British history;
- National Curriculum coverage guaranteed;
- Bespoke pupil journals support teaching and learning;
- High-quality and thought provoking literature extends learning;
- Cultural capital gains made via educational visits, high quality texts, study of a classical language, debating skills and many other things.





Music Curriculum

Curriculum Intent

- The people of God sing. After escaping from the Egyptians and crossing the Red Sea, the people of Israel sang a song to the Lord (Exodus. 15). Singing was part of Israel's formal worship in both tabernacle and temple (1 Chronicles. 6:31-32, 16:42). The Psalms bear rich testimony that in joy and sorrow, in praise and lament, the faithful raise their voices in song to God. Hymn singing was practiced by Jesus and his disciples (Matthew. 26:30). The Apostle Paul instructed the Colossians, "Let the word of Christ dwell in you richly; teach and admonish one another in all wisdom; and with gratitude in your hearts sing psalms, hymns, and spiritual songs to God. And whatever you do, in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him" (Colossians. 3: 16-17).
- Music and song continue to play a vital role in the life of God's people today – and so it is at Harper Bell Seventh-day Adventist Primary School.
- Practising music reinforces teamwork, communication skills, self-discipline, and creativity. These qualities are all highly sought out in the workplace and can often make the difference when a young person applies for a place at a selective university. For this reason, music is considered a core subject at Harper Bell and all pupils receive a minimum of one music lesson per week, all year round.
- Participation in music enhances a pupil's creativeness. Musical improvisation brings with it many benefits that can be transferred to other areas of life. When situations do not always go as planned, one has to improvise, and come up with new strategies. This type of situation can happen in any area of life, be it another academic subject or further down the line while in employment; and when it does, creativity is key. Similarly, music strengthens a person's perseverance and self-esteem—both qualities that are essential in having a successful career. Thus, music education can contribute to pupils' future careers and occupational endeavours.
- Participation in music also boasts social benefits for children. Music is a way to make friends. Participating in ensembles or performing in a show provides opportunities to socialise with like-minded people, make new friends and meet interesting people, who without the musical engagement they would not have had the opportunity to meet. Every time a pupil is involved in music, they have the chance to meet new people, and form lasting friendships.



“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.”

Plato

Curriculum Implementation

- Our music curriculum offers a steady progression from one year to the next, ensuring consistent musical development. We have two expert music teachers who lead our weekly lessons, teaching staff and children alike. All children are taught to play an instrument and we ensure that they are fulfilling the aims for musical learning stated in the National Curriculum:
- Lessons include many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.
- Our music curriculum provides a classroom-based, participatory and inclusive approach to music learning. Throughout the school, children are actively involved in using and developing their singing voices, using body percussion and whole body actions, and learning to play instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.
- Key stage one pupils learn to master the recorder, lower key stage two are taught the ukulele and upper key stage two children learn to play the violin. Additional time is given over to gifted musicians, all of whom are provided with the opportunity to sit grading exams in whatever field they choose to study.
- A school choir, orchestra and radio station provide additional avenues to promote the art of music.

Curriculum Summary

- All children learn to play an instrument;
- All children perform to an audience several times a year;
- Children watch live musical performances and drama;
- Music and singing are key to our acts of Christian worship;
- Gifted musicians are given additional tutoring and are given the chance to sit their music exams;
- The school subsidises additional music lesson to make it inclusive of all pupils.





Latin Curriculum

Curriculum Intent

- The 'classics' are indivisibly attached to class difference. No matter how many state schools take it up, Latin and Greek have historically been the preserve of fee-paying schools, Oxbridge candidates and, ultimately, the ruling elite. We may see the Roman and Greek world in television history programming and in blockbuster movies, but we read their words inscribed on the walls of buildings where power reside. Our school vision is the very reason why we chose Latin as our “modern” foreign language. In order for us to give our pupils the very best chance to aspire to a university education, we must equip them with the skills, knowledge, language and experiences to do so. Learning a classic language is one of the ways in which we do this.
- Latin is both a classical and a liturgical language, a dead language that never died. Latin did not die because it was reborn and renamed as French, Italian, Spanish, Portuguese, and Romanian—the five Romance languages. About 90 percent of the vocabulary of these languages comes from Latin. These Romance languages are actually forms of Latin that have evolved over the centuries in various regions with some interaction from other local tongues.
- An increase in pupils who speak English as an additional language influenced our decision to study Latin as our “modern” foreign language. This language brings many benefits to the teaching of English. Half of our English vocabulary is made up of Latin words and roots and it supports the teaching of grammar. English grammar is abstract and invisible because of its lack of structure and inflection. But Latin grammar is concrete and visible because of its structure and inflection which means noun endings tell you what the noun is doing in the sentence.
- Latin has obvious links to our Christian faith due to its use in the Bible. Latin enables pupils to enjoy some of the most influential literature the world, including the Bible—in the original language. Learning Latin well enough to read original Latin works is imparts great satisfaction and enjoyment.
- Finally, we chose Latin due to the demanding challenge that it poses pupils. The study of Latin is an ongoing practice in linguistic puzzle-solving that generally helps students to become close and careful readers and writers. Deciphering the “secret code” of Latin, seeing the words behind words, learning to puzzle-solve, and reading great authors in their own tongue are all pleasures that will last pupils a lifetime.



Omnium Rerum Principia Parva Sunt

‘The beginnings of all things are small.’

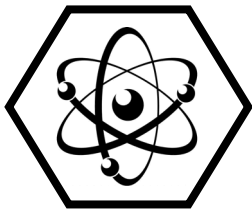
Curriculum Implementation

- Our Latin curriculum provides further opportunity to teach high quality historical content across key stage two. Each Latin lesson is divided into two sections - grammar and culture. The latter of which is a study of the historical context behind the grammar objective. Consequently children are taught about topics such as rule and law, warfare, family life and philosophy - all of which have left a lasting footprint on Western civilisation.
- We follow the Maximum Classics scheme of programme and this course gives key stage two pupils the opportunity to learn foundation Latin, and to discover the ‘highlights’ of Classical culture. The course is designed to be teachable by incumbent, non-specialist key stage two primary staff after minimal training by a Classics specialist. All classroom-ready plans and materials are provided to enable our non-specialist teachers to teach sequential, challenging lessons.
- Training from Classics experts is provided by the University of Birmingham and via the charity Classics For All.



Curriculum Summary

- Develops English spelling, punctuation and grammar skills;
- Teaches the foundations of philosophy and history;
- Encourages cultural insight;
- Allows for breadth and depth - Latin, Classical civilisation and ancient history involve literature, history, philosophy and the visual arts;
- Improves employment opportunities and provide rich cultural capital.



Science Curriculum

Curriculum Intent

- At Harper Bell, we strive to promote the love of learning science and for children to understand and be curious about the science within their everyday lives. We promote the importance of an investigative approach through regular 'hands on' experiences wherever possible. It is our intention that by the end of each Key Stage, each child will have an understanding of a variety of scientific concepts and be able to confidently discuss them. We aim for all children to work scientifically during lessons and work collaboratively investigating different concepts and ideas.
- We believe science encompasses the acquisition of knowledge, concepts, skills and positive attitudes. We ensure that the Working Scientifically skills are built-in to all lessons and developed throughout the school. Children are taught to use equipment, conduct experiments, build arguments and explain concepts confidently and continue to ask questions and be curious about their surroundings.
- Science units are planned around a central objective, with individual lessons feeding into the 'bigger picture' For example, year five produce a video documentary to summarise their learning of space and year six use their knowledge of light to help them investigate a crime. Giving learning a context provides children with the chance to apply their learning and therefore increases the likelihood of information being remembered and retained.
- Science is planned and arranged in topic blocks by the class teacher, with the final week of each half-term dedicated to this subject. Allowing teachers to focus exclusively on science provides them with the time needed to achieve a greater depth of knowledge and understanding. It also removes the pressure of having to curtail children inquisitive energy and squeeze an objective into a standard one hour lesson. Teachers are free to challenge pupils and capitalise on any questions or theories that they may generate.



Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science.

Curriculum Implementation

- In order to allow children to reach their full potential, we cover the objectives set out in the Programmes of Study in the National Curriculum. We mix the content knowledge and investigation skills needed to solve science problems and make decisions and predictions based on what they have learned. Our lessons also allow the children to practise their maths and English whilst developing their reasoning and problem solving skills.
- To ensure children make the necessary progress and are challenged appropriately, teachers plan enjoyable, engaging and inspiring practical activities that mean the children are working hands-on; these lessons link science concepts to everyday life so the children can understand the world around them in a scientific way.
- All science units are supported by bespoke pupil journals that have been designed and published by our staff. Science pupil journals and other teaching materials that teachers use are designed to meet the needs of our bespoke curriculum and reflect our curriculum drivers - most notably our university aspirations.
- Links with STEM experts are utilised to provide pupils with opportunities to see their learning in a context. As a school, we have a great relationship with Siemens Engineering, who provide staff and expertise for whole-school workshops, in-class support and after-school clubs. Their support is not confined to in-school and our pupils also get the chance to participate in off-site 'work experience' in a STEM setting. This relationship is built on the objective of raising the aspirations of our pupils and providing them with knowledge of a STEM career path. We also take our pupils to university in order to gain an insight into the academic study of science. Pupils visit the likes of University of Birmingham and University of Warwick to see demanding topics such as atoms and compounds brought to life.

Curriculum Summary

- Aligned to the National Curriculum;
- Contextual learning opportunities;
- Relationships with STEM experts and companies and universities in order to provide a context to learning and promote our school vision;
- Bespoke pupil workbooks to ensure curriculum coverage and challenge;
- Content knowledge taught via investigations and enquiry activities.





PE and Sport Curriculum

Curriculum Intent

- The key stage one PE curriculum is based on fundamental skills and physical literacy. Lessons are planned around multi-skills and ensure children become efficient at throwing, catching, kicking, aiming and other transferable sporting skills. Key stage two provides children with the opportunity to apply these skills in a more structured format as they are taught to play sports such as basketball, cricket and handball.
- Our PE curriculum is aligned with the School Games calendar and local inter-school sport leagues/competitions to ensure that children are provided with opportunities to represent the school via competitive sport.
- PE lessons, dinnertime, intra-house competitions and after school clubs provide children with opportunities for level one competitive sport. All children in key stage two represent the school in inter-school sport at least once during the academic year.
- In order to give a context to a sport being studied, key stage two pupils are given the opportunity to watch live professional sport throughout the year, including Birmingham City Ladies FC, the British Basketball League finals and the British Athletics Indoor Championships.

Curriculum Implementation

- Gifted athletes are identified throughout the year and provided with tailored coaching once a week, in addition to two hours of PE and access to after-school clubs.
- Pathways are identified for pupils to allow them to continue developing their talents outside of school. For example, identified pupils have been encouraged to join local athletics, football, handball and basketball teams in recent years.
- The discipline and structure provided by boxing means we have forged a link with our local boxing club and used the sport as a way to improve challenging behaviour.

Curriculum Summary

- Skills development at key stage one develops at key stage two with a focus on specific sports;
- The curriculum is planned around the inter-school sporting calendar to provide children with
- Opportunities to watch live sporting events and pathways are planned for all.





Art and Design

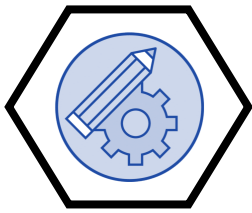
Curriculum Intent

- We believe it is crucial that we embed rigour into our art and design curriculum. We view these curriculum areas as individual subjects and plan for them in the same way as maths or science. Our teachers do not simply 'do the arts' in a vague, tokenistic fashion. They do not just 'get the paints out' or 'make something' for the sake of it. We approach art and design as individual subjects and not a homogenous mass. Our children are taught to understand how their learning has progressed, can articulate their artistic knowledge and skills, can recount the lives and achievements of great artists and can explain how they might want to develop their learning further. This leaves the door open to pursuing the arts as a career.
- By the time all pupils reach the end of key stage two, they will have covered a range of techniques, including painting, drawing, printmaking, sculpture, ceramics, collage and digital media.
- Topics are chosen in order to reflect the fact that we are British, as well as being influenced by the pride that we have in our cultural heritage. Great painters such as L.S. Lowry and William Turner, while the use of clay to model, sculpt and chisel masks and busts inspired by ancient Nok art embeds knowledge gained during geography lessons.

Curriculum Implementation

- Art and design is taught in two-week blocks, with twelve lessons assigned to each unit of work. By doing so, teachers are able to fully immerse their pupils in a topic and develop skills fully.
- The use of a dedicated art room removes any barrier to learning posed by the traditional primary classroom. No longer is there a concern about getting paint on the carpet or having to pack away for the next lesson!
- Each unit of work involves the study of an artist and era, allowing children to apply skills gained during history lessons. Art techniques are taught in a systematic way, with mastery of skills achieved before applying them to a final piece of work. Like all great artists, our pupils display their work for an audience as time and space is given over to create a gallery at the end of each half-term. Friends and family are invited to critique the work of our pupils, which also provides them with an opportunity to present and talk in a public forum.





Design Technology

Curriculum Intent

- Just like our Art and Design curriculum, our Design Technology curriculum goes beyond merely 'making things' and 'doing stuff'. True design technology is more than craft and has to be based on six, interrelated principles:
 - **User** - Pupils should have a clear idea of who they are designing and making products for, considering their needs, wants, values, interests and preferences.
 - **Purpose** - Each product they create should be designed to perform one or more defined tasks. Pupils' products should be evaluated through use.
 - **Functionality** - Pupils should design and make products that work/function effectively in order to fulfil users' needs, wants and purposes.
 - **Design decisions** - Making design decisions allows pupils to demonstrate their creative, technical and practical expertise, and draw on learning from other subjects.
 - **Innovation** - Projects that encourage innovation lead to a range of design ideas and products being developed and are characterised by engaging open-ended starting points for learning.
 - **Authenticity** - Pupils should design and make products that are believable, real and meaningful to themselves and others.

Curriculum Implementation

- Design technology is taught in two-week blocks, with twelve lessons assigned to each unit of work. By doing so, teachers are able to fully immerse their pupils in a topic and develop skills fully.
- Opportunities to present to an audience are planned for each unit, therefore providing pupils with the chance to develop their speaking and listening skills.
- The teaching of Design Technology across the school follows the National Curriculum through the use of Design and Technology Association's 'Projects On A Page' documents.
- Food technology is implemented with children developing an understanding of where food comes from, the importance of a varied and healthy diet and how to prepare this. The curriculum is planned around the inter-school sporting calendar to provide children with
- Cross-curricular links are promoted, with design technology used to further deepen key scientific (healthy diet, electricity and light), geographical (African food and culture) and historical knowledge (Roman warfare and Anglo Saxon buildings).





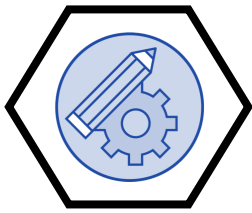
Curriculum Intent

- At Harper Bell, personal, social and health education (PSHE) enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We strive to provide our children with learning opportunities across and beyond the curriculum, in specific lessons, circle time, special school projects and other activities that enrich pupils' experiences. It allows pupils to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.
- We teach our children to be healthy, independent and responsible members of a society beyond the perimeters of a PSHE lesson. Our Christian values of Love, Learning and Laughter work in tandem with our British values and permeate other curriculum areas, most notably English where literature has been chosen specifically with this in mind. Thought provoking and challenging texts about immigration, rule and law and refugees are used to inform and educate our pupils about issues pertinent to society today.
- Our behaviour system and overarching house system are rooted in our Cristian faith and promote our school values of Love, Learning and Laughter. Our three school rules are such that pupils are taught the importance of self-control, mutual respect and tolerance.
- Topics are chosen carefully throughout the school and across the curriculum to support our efforts to become a Unicef Rights Respecting School.

Curriculum Implementation

- Weekly PSHE lessons are supplemented by weekly assemblies led by SLT that have a safeguarding or PSHE theme.
- Units are aligned across the whole school; all children learn the same objectives albeit at an age appropriate level.
- Weekly PSHE celebrations/goals are used to promote positive behaviour across the school. These goals are shared with the whole school during Friday assembly and displayed in each class on the Wall of Excellence.
- Our PSHE scheme of work is produced by Jigsaw and aims to prepare children for life, helping them know and value who they truly are and understand how they relate to other people in this ever-changing world.





Computing

Curriculum Intent

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Curriculum Implementation

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Oracy

Curriculum Intent

- Oracy is the ability to communicate effectively. One of the biggest barriers to young people progressing as they enter adulthood is a lack of eloquence. Employers look for candidates who can communicate clearly, using Standard English.
- A child from a high-income family will experience 30 million more words within the first four years of life than a child from a low-income family. This gap does nothing but grow as the years progress, ensuring slow growth for children who are economically disadvantaged and accelerated growth for those from more privileged backgrounds. As 50% of our pupils qualify for The Pupil Premium, this is obviously a concern for us.
- Children who can speak in full sentences, can write in full sentences. Conversely, the opposite is true. Children whose oracy skills are limited invariably find it difficult to write in grammatically accurate sentences.

Curriculum Implementation

- We follow a scheme of work produced by the English Speaking Union called 'Discover Debating'.
- Full training and support was provided by trained staff from the Discover Debating team.
- The oracy programme is taught in years five and six at the beginning of the academic year. By doing so, we believe we can maximise the impact that the programme has on writing outcomes. Invariably, those children who speak in full sentences using Standard English, write in full sentences using Standard English.
- Discover Debating is an innovative, two-term debating programme that can be run in curriculum time or as a club. It creates a sustainable culture of debating in your school and supports oracy across the curriculum.
- Other reasons why we use Discover Debating:
 - Delivers demonstrable improvement in critical thinking and oracy skills
 - Augments writing skills. Discover Debating gives students experience of producing balanced arguments, a key requirement for KS2 writing
 - Improves English comprehension and provides practice in backing up arguments with examples, a key focus for SATS performance
 - Promotes spiritual, moral, social and cultural (SMSC) education
 - Boosts confidence, teamwork and clarity of thought

