



Powers Hall Academy

Curriculum statement

Intent

At Powers Hall Academy, we believe that children learn best through a broad and balanced curriculum. We will provide an interconnected and sequenced curriculum which allows children to connect their knowledge across subjects and link learning to over-arching themes and concepts. We will bring learning to life and foster curiosity through hands-on and memorable experiences building pupils' cultural capital.

Our ambitious knowledge-rich curriculum will provide our children with the skills, knowledge, and understanding they need to develop into well-rounded, informed individuals. It will ensure that pupils understand, accept and celebrate differences including beliefs, cultures, ethnicities and disabilities. Our broad and balanced curriculum will also increase pupils' subject knowledge and understanding of healthy living, the environment, cultural understanding, respect of democracy, individual liberty and the rule of law and therefore, prepare our children for life in modern Britain and as global citizens. We aim for children to see themselves reflected in our curriculum provision and to feel appropriately supported yet challenged.

Implementation

Here at Powers Hall Academy, we provide a broad and balanced curriculum based around the Cornerstones Curriculum, a nationally recognised approach for delivering outstanding learning opportunities for children.

What is the Cornerstones Curriculum?

The Cornerstones Curriculum is a creative and thematic approach to learning that is mapped to the 2014 primary national curriculum to ensure comprehensive coverage of national expectations. It is based on a child-centred pedagogy called The Four Cornerstones and is delivered through Imaginative Learning Projects (ILPs) and Knowledge Rich Projects (KRPs), which provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of children's learning. We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum provides many learning challenges throughout the academic year that require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively.

Cornerstones takes a broad and balanced approach to the curriculum where knowledge and skills are intertwined and equally valued. The Cornerstones approach helps children to acquire the knowledge in order to learn ever more complex skills, and then gives them opportunities to practice and apply them over time, in order to master them. This includes regular knowledge retrieval and application and revisiting and refining skills. Both knowledge and skills, therefore, combine to enrich the learning experience.

Cornerstones also provide a rigorous skills and knowledge framework that outlines the end of year expectations in all subjects. These skills and knowledge are tied to activities and are age-related so that staff can track children's progress and identify their individual learning needs.

Big Ideas

We believe that children deserve a balanced curriculum that enables them to develop a deep understanding of all subjects and the interconnections between them. The rationale for the Cornerstones Curriculum takes the form of 10 big ideas that provide a purpose for the aspects, skills, knowledge and contexts chosen to form the substance of the curriculum. These big ideas form a series of multi-dimensional interconnected threads across the curriculum, allowing children to encounter and revisit their learning through a variety of subject lenses. Over time, these encounters help children to build conceptual frameworks that will enable a better understanding of increasingly sophisticated information and ideas.

Impact The impact of our curriculum is that by the end of each year, the vast majority of pupils have sustained mastery of the content, that is, they remember it all and are fluent in it; Some pupils have a greater depth of understanding. We track carefully throughout each stage, utilizing live feedback, self and peer assessment where ever possible, to ensure pupils are on track to reach the expectations of our curriculum.

Big ideas



Humankind

Understanding what it means to be human and how human behaviour has shaped the world.



Nature

Understanding the complexities of the plant and animal species that inhabit the world.



Processes

Understanding the many dynamic and physical processes that shape the world.



Place and space

Understanding the visual, cultural, social, and environmental aspects of places around the world.



Creativity

Understanding the creative process and how everyday and exceptional creativity can shape the world.



Comparison

Understanding how and why things are the same or different.



Investigation

Understanding the importance of investigation and how this has led to significant change in the world.



Significance

Understanding why significant people, places, events and inventions matter and how they have shaped the world.



Materials

Understanding the properties of all matter, living and non-living.



Change

Understanding why and how things have changed over time.

Mission statement

At Powers Hall Academy, our motto 'Igniting Young Minds' embodies our whole school ethos. Our vision is to nurture and empower our children to develop their self-esteem and own character, enabling them to unlock their potential, find their voice and be the best they can be. By experiencing the challenge and enjoyment of 'learning for life', we aim for our children to grow into confident, independent and resilient learners. We want our children to understand the purpose and value of their learning, exploring ways in which they can take their place as active global citizens. It is driven by our desire to offer memorable learning experiences that excite, promote and sustain our children's interests to foster their natural curiosity. We value the partnership that exists between our parents, children and staff and strongly believe that by working together we ensure the children at our school experience the best possible start in life.

Core Values

We also place great emphasis on our C H A M P I O N S Core Values which support our children to be: articulate, honest, brave, motivated, responsible, reflective, resilient and curious learners. These values guide our actions and the choices we make. We endeavour to enable our pupils to leave Powers Hall Academy having achieved their academic potential and prepared to be responsible citizens of the modern world.

What do our Values look like at Powers Hall Academy?

- Pupils demonstrate effective oracy skills; they have the ability to ARTICULATE ideas and engage in meaningful discussion with others
- Pupils are HONEST; they have the courage to be truthful to themselves and others
- BRAVE pupils who are confident to take a risk and try new experiences, meet new people and explore the world.
- Pupils are MOTIVATED to accept the challenge of learning; they set themselves aspirational goals to see what they are capable of achieving
- Pupils take RESPONSIBILITY for their own learning and know they are in charge of what they do.
- Our pupils are REFLECTIVE, self-regulated learners who are aware of their strengths and weakness Pupils value teamwork and working C OLLABORATIVELY to achieve a goal.
- Pupils show RESILIENCE; they see mistakes as an opportunity to learn and have a growth-mindset
- Pupils love finding things out and show CURIOSITY by asking questions about the world around them
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☆ General principles

Our curriculum will give children the opportunity to:

- develop a rich and deep subject knowledge
- develop new skills through a variety of interesting contexts
- understand the purpose and value of their learning and see its relevance to their past, present and future

Purpose

The school community is of paramount importance and significance; the curriculum content has been carefully selected to support and enhance what we know about our pupils and their lifestyles. The staff at Powers Hall Academy believe in educating the whole child as well as giving opportunities to create experts in specific areas. Through our teaching and learning sequences, we aim to significantly increase children's ability to recall knowledge and make links between their learning, ensuring overlaps between different topics or different aspects within a topic are explicit. The 4 cornerstones of our curriculum: Engage, Develop, Innovate and Express provide an excellent structure for: hooking children into their learning; acquiring new knowledge; using and applying knowledge in a skilful way; and finally showcasing and celebrating pupils' hard work.

SMSC/FBV

Our curriculum will give children the opportunity to:

- Rule of law - Learn that all people and institutions are subject to and accountable for their actions and behaviour



Our curriculum will give children the opportunity to:

- Tolerance and respect - To respect and tolerate the opinions or behaviour of others
- Individual liberty - Be free to express views or ideas
- Democracy - Be part of a system where everyone plays an equal part
- Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity
- Social - Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict
- Moral - Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views
- Spiritual - Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences

Purpose

Our theme-based curriculum is delivered through the Four Cornerstones approach - a distinct pedagogy that is based on four distinct stages and built on a variety of different aspects of educational and cognitive research. These stages are: Engage – Develop – Innovate – Express.

These four distinct stages give clear direction for both teaching and learning and centres on the belief that children learn better when their interests and fascinations are allowed to flourish. Children are encouraged to explore subjects in a variety of ways and using an integrated approach.

The Four Cornerstones of Learning link explicitly to pupils' spiritual, moral, social and cultural (SMSC) development.

The focus for teaching and planning in each Cornerstone is as follows.

Engage Engage is a short stage in which children take part in a memorable experience to stimulate their curiosity, ask questions and make links to their prior learning. It provides opportunity for cultural and real-world experiences and promotes discussion about the concepts introduced in each lesson or project. This stage also includes an introductory knowledge session where children are taught new or asked to recall prior knowledge.

- hooks learners in with a memorable experience
- set the scene and provide the context
- ask questions to provoke thought and interest
- use interesting starting points to spark children's curiosity

Develop Develop is a longer stage of learning, where children delve more deeply into the knowledge and skills required to understand and build their conceptual understanding. Learning is well-sequenced, interconnected.

- teach knowledge to provide depth of understanding
- demonstrate new skills and allow time for consolidation
- provide creative opportunities for making and doing
- deliver reading, writing and talk across the curriculum

Innovate The innovate stage provides crucial opportunities for children to retrieve previous knowledge and skills in order to apply them in new contexts.

- provide imaginative scenarios for creative thinking
- enable and assess the application of previously learned skills
- encourage enterprise and independent thinking
- work in groups and independently to solve problems

Express Express gives children a structured opportunity to reflect on their learning, test their knowledge and celebrate their achievements.

- encourage reflective talk by asking questions
- provide opportunities for shared evaluation
- celebrate success
- identify next steps for learning

✓ Well-being

Our curriculum will give children the opportunity to:

- follow their own interests and be themselves
- reflect and think mindfully about their learning
- build respectful friendships
- develop self-esteem and confidence in their abilities

🧑 Pupil voice

Our curriculum will give children the opportunity to:

- make a positive contribution to the school and local community
- take part in age-appropriate discussions
- express their opinions on a range of different topics and issues
- explore ways of becoming an active citizen

🔹 Pedagogy

Our curriculum will be taught through a pedagogy that:

- promotes innovation and entrepreneurialism
- excites, promotes and sustains children's interest
- offers all children a memorable experience at the start of every topic

◀◀◀ Pedagogy

Our curriculum will be taught through a pedagogy that:

- enables and fosters children's natural curiosity

Purpose

Knowledge Organisers To further support our children's developing subject knowledge, knowledge organisers form a central part in the implementation of our knowledge-rich curriculum within the classroom. Within lessons, pupils have access to these tools at all times to help them gain, retain and build the knowledge and skills. As a constant point of reference, we expect our children to use the knowledge organisers to support them in applying subject-specific vocabulary in their explanations.

A knowledge organiser is a document, usually no more than two sides of A4, that contains key facts and information that children need to have a basic knowledge and understanding of a topic.

Our knowledge organisers will include: • the essential facts about the topic, usually laid out in easily digestible chunks • key vocabulary or technical terms and their meanings • images such as maps or diagrams • famous quotations, if relevant.

We all want children to gain specific knowledge in each curriculum subject that builds up over time. At Powers Hall Academy, knowledge organisers play a useful role here, as they focus on one subject or topic and grow in complexity across year groups. The main benefit of knowledge organisers is that they give our children and teachers the 'bigger picture' of a topic, subject area or specific concepts. Some topics can be complicated, so having the essential knowledge, clear diagrams, explanations and key terms on one document can be really helpful.

Another key benefit is their use for retrieval practice. Regular retrieval of knowledge helps us remember more effectively (Roediger et al, 2011). Again, it helps us store knowledge in, and recall it from, the long-term memory and frees up space in the working memory to take on new knowledge. Lessons always begin with a prior learning task, which helps to activate what pupils have previously learnt and prepare them for the new learning they will encounter. This retrieval practice is often done using knowledge organisers or multiple-choice quizzes.

🌱 Enrichment

We will enrich our curriculum by:

- holding specialist curriculum days or weeks
- developing partnerships with external providers that extend children's opportunities for learning
- welcoming parents and carers to take part in children's learning and experiences
- offering opportunities for children to learn outdoors

Purpose

Community engagement is so important to us that we make sure, whenever possible and appropriate, to share our curriculum in a wide variety of ways. Memorable experiences, school trips, visitors, curriculum show case events are all key drivers in our curriculum design. We have chosen key texts to fit with each of the projects. The

projects we study through using the Cornerstones model curriculum enable us to provide children with a broad range of opportunities and focuses on equality for all. There is clear progression within the model and children build upon their previous learning throughout their primary journey, with the Big Ideas threaded through each project from Nursery to Year 6. Making use of our outdoor spaces and immediate locality enables children to carry out fieldwork activities and learn more about the world in which they are growing up.

Entitlement

Pupil Group	Educational visits (off-site) https://maestro.cornerstoneseducation.co.uk/curriculum-statement/edit#	Educational visitors (on-site)	Residential visits	Outdoor learning (e.g. Forest Schools)	Arts and culture	Community and partnership learning	Specialist curriculum days	Allocated total budget
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Totals	0 sessions	0 sessions	0 sessions	0 sessions	0 sessions	0 sessions	0 sessions	£0.00