

Hoddlesden St Paul's CofE Primary

Curriculum Impact Statements

2023-2024



**HODDLESDEN
ST PAUL'S
CE PRIMARY**



At St. Paul's Hoddlesden, science education is thriving and making a significant impact on our pupils. The emphasis on clear, age-appropriate vocabulary plays a crucial role in helping our children understand and retain information effectively. Our curriculum is thoughtfully embedded, sequenced, and progressive, ensuring that each year builds upon the last, providing a comprehensive foundation in scientific concepts. Our well-embedded curriculum not only covers essential concepts but also directly addresses common misconceptions, ensuring that students build a strong and accurate knowledge base.

From Year 1 to Year 6, we employ retrieval strategies that reinforce learning and boost confidence in scientific abilities. These strategies help children to recall information and connect ideas across different topics, fostering a cohesive understanding of science. We have incorporated prior learning pigeons into the curriculum overview to ensure that specific retrieval information are addressed. This helps reinforce previous knowledge and enhances children's understanding of new concepts.

Science is taught in an engaging way, taking into account key pedagogy research and Rosenshine's Principles of Instruction, utilising hands-on experiments, interactive activities, and real-world applications that spark curiosity and excitement. This dynamic approach inspires a love for science, encouraging our pupils to explore, ask questions, and develop critical thinking skills.

Pupil voice is strong, with children actively sharing what they have enjoyed and learned. This engagement not only reinforces their understanding but also fosters a sense of ownership over their education. By discussing their experiences, children can now reflect on their learning journey and deepen their connection to science.

Overall, the science curriculum at St. Paul's Hoddlesden equips our pupils with the knowledge and skills they need to thrive, preparing them for future academic success and instilling a lifelong passion for enquiry.



At Hoddlesden St Paul's, the Geography curriculum is designed to progress from Early Years to Year 6 following a progressive overview that builds on prior knowledge. We aim to inspire children to become curious and explorative thinkers, have a greater understanding of the world and how to think like a geographer. There is a strong focus on children developing both geographical and knowledge skills. The curriculum includes a progression of fieldwork and mapping skills, and the children gain a deeper understanding of geographical terms and vocabulary.

Cross curricular links are made throughout each unit enabling the children to make connections and apply their Geography skills to other areas of learning. An enquiry question has been added to each unit and is re-visited at the end for the children to gain a solid understanding of their geographical knowledge and skills by applying them to the enquiry questions. Each unit includes knowledge organisers with key vocabulary, skills and knowledge that the children can refer to during their lessons and record their key nugget of learning which will help the children to retain knowledge and answer the enquiry question confidently. This year we have fully embedded our use of enquiry questions that children answer at both the beginning and the end of the unit. This approach provides a clear framework for assessing their learning progress. At the start of the unit, children explore their initial thoughts and ideas, allowing them to express what they already know. Throughout the unit, they acquire new knowledge, concepts, and key vocabulary related to the topic and this is recorded around the knowledge organiser. By the end of the unit, children revisit the initial enquiry questions and use the knowledge gained to provide comprehensive answers, demonstrating their progress and mastery of the subject matter. This reflective practice not only highlights their learning journey but also fosters a sense of achievement as they see how their perspectives have evolved.

Each lesson is carefully delivered through small steps of learning and following key pedagogy research and Rosenshine's Principles of Instruction.

Pupil voice is used as evidence to support the children 's knowledge and understanding of how to think like a geographer and the skills that are required. It enables the children to reflect on their prior learning and to deepen their understanding of each unit.

The History curriculum at St. Paul's has a strong emphasis on both substantive and disciplinary knowledge and the subject has a high profile in school. The curriculum is planned to cover key aspects of UK and world history in line with the National Curriculum expectations and also to fit in with our half termly curriculum connectors. The curriculum is progressive and allows children to build their understanding of History through 10 key concepts that are embedded through the curriculum and revisited at appropriate times in each year group. We have a strong emphasis on disciplinary skills and share these with children in each year group and explicitly identifying when we are using them with the children. We start each lesson with a chronology-based activity in order to promote a strong understanding of the historical timeline and associated skills.

We use a range of techniques to help children recall their prior learning to enable them to remember it so that they can build upon it with their new learning. We make links to concepts, facts and skills in our retrieval activities. Additionally, each unit that we study, has a clear enquiry questions that is shared with the children throughout the unit and is used to assess understanding at the end of the unit. We have also refined the way we use knowledge organisers, using them to record key nuggets of learning from each lesson, which can then be used to support the overall understanding of the unit. Each unit has key vocabulary that has been identified and is promoted throughout the lessons both verbally and written.

The History curriculum has been designed to be engaging and to promote children's natural curiosity about the world. Where appropriate, we use artefacts, a wide range of sources of evidence, visitors, trips and workshops to enhance the children's learning. Additionally, we aim to immerse the children in their History learning through our curriculum connectors and making links to other subjects.

Pupil voice indicates that children enjoy History lessons and they are able to recall their learning well. Due to the increased focus on disciplinary skills we are now seeing a better understanding of the skills that historians use and their impact and pupils are able to talk about this more than previously.

At St Paul's, Hoddlesden, our PSHE and RHE curriculum develops confident, empathetic, and resilient individuals ready for modern life's challenges. The impact of our program is seen in the growth of our pupils as they gain the knowledge, skills, and attitudes necessary for their personal well-being and social development.

Pupils gain self-awareness and the ability to articulate their thoughts and emotions, resulting in increased self-esteem and independence. They learn to handle challenges positively, building a foundation for both personal growth and academic success.

Our curriculum promotes respect, empathy, and effective communication. Pupils learn to form positive relationships based on kindness and inclusivity, which is reflected in their supportive interactions with peers and their contributions to the school community.

We teach pupils the importance of mental and physical health, personal safety, and online awareness. This knowledge empowers them to make informed decisions, seek support when needed, and manage risks effectively. We have had a significant 'push' this year on online safety and we have embedded it more robustly into our curriculum. We are beginning to show some of the impact of this as the children are more able to articulate what being 'online' means. The children also take part in many whole school well being and charity initiatives such as Hello Yellow day for Young People's Mental Health, Children in Need, Red Nose Day etc.

Pupils develop respect for diverse cultures and beliefs, fostering a sense of empathy and fairness. They understand their roles as active citizens, advocating for equality and making positive contributions to both their local and global communities.

The curriculum provides essential life skills, including financial literacy and career awareness, preparing pupils for their future educational and vocational pathways. Our goal is for each pupil to leave St Paul's ready to thrive in society.

We assess the impact through pupil voice, behavioural observations, learning walks and the general ethos of the school. Our evaluations consistently highlight increased confidence, improved social skills, and stronger emotional resilience.

Through PSHE and RHE, St Paul's, Hoddlesden, ensures that our pupils are not just academically equipped but also emotionally and socially prepared to lead fulfilling lives, making a positive difference in their communities.



Music

At St Paul's Hoddlesden, our commitment to providing a high-quality music education has led to significant changes this year as we transitioned from the Charanga scheme to the CUSP music curriculum. This decision was driven by pupil feedback and teacher discussions, highlighting the need for a curriculum that better meets the needs of our staff and pupils. Following a successful trial period, we found that CUSP effectively supports the development of key musical skills, including notation and musicianship, in a more robust and structured way.

The CUSP curriculum has proven to align well with the principles of the Model Music Curriculum, ensuring that our pupils are receiving a comprehensive and progressive music education. Pupils are now gaining a deeper understanding of musical theory, including reading and writing notation, which is building a solid foundation in musicianship across all year groups. The structured approach of CUSP has enabled our staff to deliver high-quality lessons with increased confidence and clarity.

Beyond the classroom, we offer a diverse range of co-curricular opportunities to enrich our pupils' musical experiences. These include keyboard and guitar lessons, Rocksteady band sessions, ukulele groups, and a school choir. These activities allow pupils to explore their musical interests, develop performance skills, and gain confidence in expressing themselves through music.

A highlight of our music offer was a whole-school trip to the orchestra, where pupils experienced the thrill of live music and observed the instruments in action. This experience broadened their appreciation for different musical genres and deepened their understanding of orchestral music.

The impact of these changes is evident through pupil engagement and enthusiasm in music lessons and activities. Feedback from both pupils and staff indicates that CUSP has successfully enhanced the development of core musical skills, while the variety of co-curricular opportunities has inspired greater participation and enjoyment in music.

Through these initiatives, St Paul's Hoddlesden ensures that every pupil has the opportunity to develop their musical potential, fostering a love of music that will enrich their lives both inside and outside the classroom.



At Hoddlesden St Paul's, we are proud to provide our children with a fantastic MFL curriculum that goes above and beyond statutory requirements. Each class continues to have a timetabled French lesson with our specialist each week meaning that all classes from pre-school to Year 6 are receiving consistent high-quality teaching of MFL. We are very lucky to have Elaine Wardle, our specialist teacher, as part of our team at St Paul's. She is very passionate about language learning and has vast experience and knowledge. Teachers have been present in French lessons throughout the year last year which means they have had fantastic CPD in the subject. As all teachers have stayed in the same year group this year, class teachers will be using this CPD to team teach alongside Elaine this year.

The curriculum has been designed to ensure that it meets the needs of our children. We have adapted the overview to make sure that there is a wide coverage of topics and to maximise progress. Topics in KS1 link to topics in KS2 to give the children a head start on vocabulary learning and opportunities for retrieval during lessons. Having prior knowledge of vocabulary has accelerated children's progress in Y3 as they are not starting from scratch. The topics are planned and sequenced to ensure that pupils revisit and build on new vocabulary and grammatical concepts. There is a big emphasis on prior learning and children are encouraged to recall elements from other topics or use written work in their books as a resource.

The focus throughout the curriculum is on skills – listening, speaking, reading and writing. There is a lot of cultural content in our curriculum. There is a core of key vocabulary running through the curriculum – eg greetings, numbers, colours, classroom instructions, opinions. These elements appear in all of the topics and progress from KS1 to year 6.

The impact of having our specialist is clear to see. Children have made incredible progress in French and are becoming more confident. Children's pronunciation is fantastic due to correct modelling and high expectations and their knowledge of grammatical rules is shown in their outcomes. From pupil voice, the children have a positive attitude towards MFL and they are enjoying learning the language. They have all been able to discuss the topics that they have been learning and share their knowledge. Children are much more enthusiastic about French, particularly the younger classes. It is clear that the classes who have had consistent French teaching from KS1 are much more confident and enjoy learning French more. Starting the curriculum at Pre-school makes speaking French 'normal' for the children and eliminates some of the self-consciousness and embarrassment that can sometimes be seen.



RE

The RE curriculum at St. Paul's has a strong emphasis on substantive knowledge and the subject has a high profile in school. The curriculum is taught with the use of the Blackburn Diocesan Board of Education planning materials, in line with the National Curriculum expectations and to fit in with our half termly curriculum connectors. The curriculum is progressive and allows children to build their understanding of RE through the Christian concepts that are embedded through the curriculum and revisited at appropriate times in each year group. We have a strong emphasis on God's Big Story and explicitly identify this at the beginning of a unit.

We use a range of techniques to help children recall their prior learning to enable them to remember it so that they can build upon it with their new learning. We make links to concepts, facts and skills in our retrieval activities. Each unit has key vocabulary that has been identified and is promoted throughout the lessons both verbally and written.

The RE curriculum has been designed to be engaging and to promote children's natural curiosity about the religion and faith. Where appropriate, we use visitors, trips and workshops to enhance the children's learning. Additionally, we hold termly Spirituality Afternoons to further improve children's knowledge and understanding of Christianity. The curriculum has been refined to enhance the children's understanding of different religions and promote respect, tolerance, and curiosity.

Pupil voice indicates that children enjoy RE lessons and they can recall their learning well. Children talk about Bible stories they have been learning and are able to retell these well.



Computing

At St Paul's Hoddlesden, our commitment to ensuring children are ready for a world surrounded by technology starts from reception, ensuring that children's progress confidently through all strands of the subject. Through our innovative approach, which incorporates Teach Computing resources and a focus on online safety, we are equipping our students with essential skills for the digital age.

Online Safety: From Year 1, we have introduced online safety starters that empower our students to navigate the internet and technology responsibly. This foundational knowledge helps foster a culture of safety, awareness, and responsibility among our young learners, preparing them to use technology wisely as they progress through the school years.

Digital Literacy: We emphasize digital literacy throughout the curriculum, ensuring that students not only understand how to use technology but also how to communicate, collaborate, and create using digital tools. By the time they reach Key Stage 2, students are adept at utilizing a range of Microsoft programmes and online platforms, enhancing their learning experiences across subjects. Each child from KS1 upwards has been given their unique login and are expected to save work. Many outcomes have been adapted to match the children's learning other subject areas to really make the task relevant and engaging.

Integration of Technology: Our use of 3D printers in Design Technology and computing classes exemplifies our commitment to integrating technology across the curriculum. We have had engineers talk to students about how they are used in the workplace and engaged in a task the Aston Martin F1 team to show children that careers are out there in these fields. We have also used iPads in all subject areas; digital maps in Geography, Kahoot or Blooket has been used in our 'PLP's' for retrieval in many subjects.

Pupil voice is strong, with children actively sharing what they have enjoyed and learned over the unit and across the year. This engagement not only reinforces their understanding but also fosters a sense of ownership over their education. By discussing their experiences, children can now reflect on their learning journey and deepen their connection to computing.



D.T

At St. Paul's Hoddlesden, DT education is flourishing and making a significant impact on our pupils. Our curriculum is thoughtfully embedded, sequenced, and progressive, ensuring that each DT strand builds and develops throughout a child's school journey here at St. Paul's from Pre-School to Year 6.

Our children develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. They build and apply a repertoire of knowledge, understanding and skills to design and make high-quality prototypes and products for a wide range of users and critique, evaluate and test their ideas and products and the work of others. They also understand and apply the principles of nutrition and learn how to cook.

Our school recognises the importance of an engaging, whole child approach to planning and teaching Design and Technology. Through the Cube curriculum children will engage in the 6 principles as an approach to their learning; value-based learning, career readiness, knowledge, skills, self-awareness and culture. We believe through this the children will receive a rich DT curriculum along with cultural capital opportunities allowing them to transfer their skills into other subjects within school and their out of school life, such as problem solving and career readiness. This curriculum has been created in line with the 2014 National Curriculum, ensuring all Design and Technology objectives are being covered.

Kapow Primary is used throughout KS1 & KS2 as a means to ensure skill coverage and consistency alongside the existing CUBE curriculum to ensure children are receiving a broad and focused curriculum. This is used to form class and school overviews as well as short and medium term planning for teachers to use as a basis and add to and adapt to suit the needs of the children in their class. Overall, the impact of having Kapow has developed staff confidences and the visibility of consistent teaching of DT throughout school.

Pupil voice shows children have clear enjoyment and confidence in design and technology and that they can apply the skills and knowledge built throughout the years to other areas of the curriculum.



Art

The Art & Design Curriculum at St Paul's contributes to the children's personal development in creativity, aesthetic sensibilities, creative thinking, cultural capital, visual literacy and self-reflection. We provide a high-quality Art and Design curriculum that nurtures creativity, authenticity, automaticity, and proficiency in Art. We strengthen our children's understanding of practical knowledge, theoretical knowledge, and discipline-based knowledge within the subject. Artistic skills are revisited and built upon each year to construct pupils' schema to form the magic of Art and Design. We enable pupils to appreciate the whole story of art and its range of specialisms. All learners regardless of their differences have access to an engaging curriculum and teaching is adapted to facilitate the learning and participation of each child.

Children engage greatly with their Art and Design learning. Opportunities to engage with spaced retrieval are provided in lessons to give the children the opportunity to review prior learning, which will help learning stick and be retained into the long-term memory. This is from previous teaching on that element of Art and Design, previous year groups teaching and other linked topics. Teaching is engaging and it provides lots of hands-on experiences. It also allows for collaborative learning and child led approaches as much as possible to support their passion and engagement within the projects. In Art lessons, teachers encourage children to use the new skills and knowledge through guided practice where teachers use their Teacher Sketchbook to model and encourage a positive mindset towards Art and Design. Teachers provide support by modelling the use of skills and key vocabulary, then displaying it in the classroom when the unit is being taught. Sketchbooks show a good coverage of skills. Experimentation is evident in sketchbooks and shows reference to famous artists as well as cross-curricular learning.

Kapow Primary is used to teach Art and Design consistently across school. Kapow ensures clarity of curriculum progression and provides excellent support and guidance for non-specialist art teachers. This offers a clear structure and sequence for staff to follow with the disciplines identified as well as the knowledge of artists in cultural and historical contexts. The units have been planned in an order that best works with our main curriculum connectors.



P.E

At St. Paul's Hoddlesden, PE education is thriving and making a significant impact on our pupils. The emphasis on clear, age-appropriate and performance linked skills plays a crucial role in helping our children understand and retain information effectively whilst applying new skills into practice. Our curriculum is thoughtfully embedded, sequenced, and progressive, ensuring that each year builds upon the last, providing a comprehensive foundation in physical education and sporting concepts whilst supporting physical fitness and stamina to promote a love of sport. Our well-embedded curriculum not only covers essential concepts but also directly addresses common misconceptions, ensuring that students build a strong and accurate knowledge base and reduce risk of injury. We strive to include physical fitness, health and wellbeing in all areas of the curriculum to ensure all children the ability to develop a life long passion for fitness and well being.

From Year 1 to Year 6, we employ retrieval strategies that reinforce learning and boost confidence in physical abilities. These strategies help children to recall information and connect ideas across different topics, fostering a cohesive understanding of PE. This helps reinforce previous knowledge and enhances children's understanding of new concepts. Children develop an understanding of what it means to be an athlete and how to apply skills into real life games and more competitive environments. All children across school participate in the daily mile at the start of their PE lesson and at other intervals throughout the week, the total amount for each class is accumulated over the term. Children work on developing their own personal best over time.

PE is taught in an engaging way, taking into account key pedagogy research and Rosenshine's Principles of Instruction, utilising hands-on activities, interactive games, and real-world performances that spark excitement and engagement for lifelong development. This dynamic approach inspires a love for PE, encouraging our pupils to explore, apply and engage within a range of sports.

Pupil voice is strong, with children actively sharing what they have enjoyed and learned over the unit and across the year. This engagement not only reinforces their understanding but also fosters a sense of ownership over their education. By discussing their experiences, children can now reflect on their learning journey and deepen their connection to PE. Children often highlight key enrichment activities as part of their experiences in PE which are funded by the Sport Premium and developed across school over the year. PE is reported on termly through the sporting newsletter and shared with all stakeholders on a regular basis on the school website and facebook page. These ensures all stakeholders are aware of successes and areas of development within PE across school.

Overall, the PE curriculum at St. Paul's Hoddlesden equips our pupils with the knowledge and skills they need to thrive, preparing them for future physical literacy and instilling a lifelong passion for physical fitness and wellbeing.