BROAD AND BALANCED CURRICULUM

FOCUS ON EMOTIONAL HEALTH AND WELL-BEING

HIGH EXPECTATIONS FOR ALL TO ACHIEVE

COMMUNITY COHESION AND STRONG LINKS WITH LOCAL STAKEFOLDERS

Hookstone Chase Curriculum Design

At Hookstone Chase, our vision for the curriculum is at the heart of everything we do, from teaching and learning, to our enrichment activities, to our extra-curricular offer. Our comprehensive and inclusive curriculum is designed to develop confident, risk taking pupils, who are prepared for their next stages of learning in an ever evolving world. Underpinning each creative theme or unit of work is a core body of knowledge and skills that is systematically taught, revised and revisited at distance to ensure that learning is committed to long-term memory. At Hookstone Chase, key drivers are the foundation of our curriculum and are essential for the holistic development of well-rounded young people.

RICH EXPERIENCES AND LITERATURE TO PROMOTE CULTURAL CAPITAL

INTEGRATED SPIRAL STEM CURRICULUM

STRONG BRITISH SOCIAL MORAL CULTURAL AND SPIRITUAL VALUES

STRONG TRANSITION PLANS FOR NEXT PHASE IN EDUCATION

PERFORMANCE OPPORTUNITIES TO BUILD CONFIDENT ARTICULATE INDIVIDUALS

OUTDOOR LEARNING TO PROMOTE HEALTHY LIFESTYLES

'21 THINGS TO DO BEFORE YOU LEAVE HOOKSTONE CHASE' ENRICHMENT

ENJOYMENT OF LEARNING

6 PRINCIPLES OF NURTURE

- Learning is understood developmentally
- The school offers a safe space for all
- We understand the importance of nurture for well being
- We understand that Language is a vital form of communication
- We understand that all behaviour is communication
- We understand the significance of transition for children

KEY DRIVERS

Resilience

- Equipping pupils to deal with challenges and barriers in all walks of life;
- A school culture that promotes emotional and physical risk taking and a safe environment to do this within;
- Support pupils in setting high aspirations and mapping out their road to success.

Inclusion

- All pupils are enabled to learn and participate affectively;
- Tailored support where needed to help pupils participate affectively;
- A curriculum that increases exposure to the diversity of our country and promote tolerance;
- Empathetic, respectful, successful learners.

Community

- Positively contribute to the school, local and wider community;
- Identify how the choices we make can have a global impact;
- Show tolerance and appreciation for different cultures and religions;
- Know how to keep ourselves safe in the local and virtual community.

Excellence

- Academic excellence for all at every part of their education;
- A broad and balanced curriculum creating opportunity for excellence across all subjects;
- Enrichment activities used to support and promote academic excellence;
- Empowering pupils to perform highly in a variety of assessments.

Victorians						
Spring 1	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Mathematics	**Decimals** • Decimals up to two decimal places. • Understand Thousandths. • Decimals up to three decimal places. • Multiply & Divide decimal numbers by 10, 100 and 1,000.	**Decimals** • Multiply decimals by integers. • Divide decimals by integers. • Divide to solve problems • Decimals as fractions • Fractions to decimals	**Percentages** • Understand Percentages. • Fractions to Percentages. • Equivalent/compare/order FDP.	**Percentages** • Percentages of amounts. • Percentages – Missing values.	**Assessment week**	**Measuring and converting units** • Metric measures. • Convert metric measures. • Calculate with metric measures. • Miles and kilometres. • Imperial measures.
Reading	**Living in the Victorian work house**	**Guava Island – The clear worm**	**The magical discovery**	**Titanium – David Guetta**		**Cole's Kingdom**
Writing	**Short story**			**Biography**		
Victorians	**Introduction to the Victorians**	**Who was Queen Victoria?**	**Inventions**	**Industrial resolution – Intense change**	**Railways**	**Working children**
History	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. The changing power of monarchs using case studies.	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 e.g. a significant turning point in British history, for example, the first railways or the Battle of Britain.	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame

	influenced by the wider world					historically-valid questions and create their own structured accounts, including written narratives and analyses
Geography		Locate the worlds countries and their key physical and human characteristics.	Describe human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	
Science	**Forces** Gravity	**Forces** Air resistance	**Forces** Water resistance	**Forces** Friction	**Forces** Newton	**Forces** Assessment

Victorians						
Spring 2	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Mathematics	**Algebra** • Find a rule – one step. • Find a rule – two step. • Forming expressions. • Substitution. • Formulae. • Forming equations.	**Algebra** • Solve simple one-step equations. • Solve two-step equations. • Find pairs of values. • Enumerate possibilities.	**Perimeter, area and volume** • Shapes – same area. • Area and perimeter. • Area of a triangle.	**Perimeter, area and volume** • Area of parallelogram. • What is volume? • Volume – counting cubes. • Volume of a cuboid.	**Assessment week**	**Statistics** • Read and interpret line graphs. • Draw line graphs. • Use line graphs to solve problems. • Circles. • Read and interpret pie charts. • Pie charts with percentages. • Draw pie charts. • The mean.

Reading	**Illegal**	**The Nowhere Emporium**	**The Girl Of Ink And Stars**	**Wren**	**The Railway Children**	**Abomination**
Writing	**Newspaper report**			**Non-chronological report**		
Victorians	**Schools**	**Crime and punishment**				
History	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	To use a range of primary and secondary sources as evidence to draw conclusion form a period in history.				
Design Technology				**Bridges & Railways:** **Design** Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and pattern pieces. **Make** Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities		

	[redacted]			**Evaluate** Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world		
Art	[redacted] -		**Printing and textiles:** • **About great artists, architects and designs in history.** • **To use sketch books to record observations and use them to review and revisit ideas.** • **To improve their mastery of art and design techniques, including drawing, painting etc**		[redacted]	
Science	**Electricity** Exploring electricity and conductivity	**Electricity** Outputs and Circuit diagrams	**Electricity** Exploring impact of cells	**Electricity** Make a game	**Electricity** Lewis Howard Latimer	**Electricity** Assessment