



The Hawkesbury Curriculum

INTENT – IMPLEMENTATION - IMPACT

Our intention is to create a culture of **enquiry, curiosity** and **challenge** that permeates both explicit and hidden curricula. Written by teachers for teachers, our school has chosen to implement a local, bespoke version of the Curious-City approach that inspires and guides our teachers to create contextually relevant **enquiry-led experiences**. This enquiry-led approach enables our school to provide a bespoke, locally focused curriculum over the course of two years that goes beyond the National Curriculum 2014.

The skeleton of curious and creative learning opportunities, **progressively planned** and **matched to cognitive development**, exposes learners to the wider world in carefully planned stages. The skeletons provide just enough guidance whilst enabling our teachers to **inspire learners** with local people, places and stories relevant to the school's locality. The current structure also has plenty of room to respond to the ever changing world. Enquiries are shaped by our school over time. Our curriculum will be unique but not isolated: we are part of a family of curious, enquiry-led settings and collaborate regularly at learner, teacher and leader level.

We implement the enquiry-led approach in several ways. Using seven themes that help to steer and give a particular flavour to an enquiry, **learners seek answers** to questions posed. The seven themes help teachers ensure that a broad range of perspectives are offered during a year, and that they understand the purpose of the enquiry. This helps create a balance of experiences each and every year and ensures a breadth of experience in every year group.

States of Being (below) enable learners to focus on and/or combine powerful knowledge in different enquiries. Each knowledge-engaged state symbolises an aspect of the curriculum, helping learners to master both the 'know of' and 'know how' of a subject, not just remember it. For instance, we want our learners to be Scientists, not just learn about science. As a result, whilst we have enquiry skeletons, we build on these responding to the needs of learners: as they get older, we help them cross-pollinate states. We want learners to discover for themselves that they can be an: Author, Scientist, Geographer and Philosopher at the same time and that some adults combine these states to become Archaeologists, for instance. We want our learners to see the interconnection between what they are learning in how this knowledge is applied.

Cognitive development aligned with enquiry-led learning

In a nutshell, enquiry-led learning provokes learners with key questions too big to answer in one go, but not so conceptually large that they cannot understand. The purpose is to guide learners through a scaffolded process, answering the big question with a piece of writing for example, performance or animation. As cognitive development, **emotional literacy** and **language immersion** underpin the Curious-city approach, as well as purposeful links to mastery-led learning principles and attachment theory, we recognise children's awareness of the world develops as they mature and that this has a significant impact on their ability to learn. Our job is to **help learners make sense of the world**, not just expose them to it.

The seven themes



enable learners to become...



Geographers • Scientists • Musicians • Authors • Philosophers • Mathematicians • Artists • Engineers • Historians • Linguists • Athletes

To find out more about our local, knowledge-engaged, globally connected, enquiry-led curriculum ask us about the deliberate action we are taking to shape our curriculum to meet the needs of our learners and community that we are proudly a part of.