CURRICULUM William Hulme's Grammar School (Primary Phase)



We believe that all children should have access to a rich, balanced and stimulating curriculum, which sparks their interests and allows it to flourish as they progress through their school life.

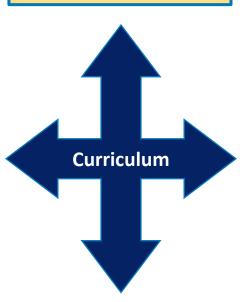
Our curriculum is **inclusive and ambitious for all.**Learning is made accessible to all pupils through scaffolded tasks.

Children are provided
with Education with Character
opportunities (trips,
residentials, and immersive
experiences). This is
thoughtfully mapped out using
Personal Development
Plans.

Objectives for wider curriculum subjects are covered throughout the school year, allowing for the delivery of a **balanced** curriculum.

Cross-curricular links to core subjects are made when possible, including opportunities for writing and reading.

Children's prior knowledge is assessed before the start of a unit to ensure that the curriculum is matched to their needs. Teachers then adapt learning where necessary whilst ensuring curriculum objectives are covered.



Our wider curriculum subjects explicitly teach substantive knowledge, as guided by the National Curriculum. Disciplinary knowledge is woven into each subject to ensure the development of transferrable skills.

There is a high expectation of handwriting and presentation across all subjects.

With the use of Vertical Concepts, learning within wider curriculum subjects is built upon year on-year thus allowing for coherence.

Children will use and apply previously taught skills across all subjects.

Our mastery curriculum is delivered with the help of the Rosenshine Principles, as pupils deliberately practice and revisit skills and knowledge- allowing them to know and remember more.

Learning is made **relevant** to pupils (where appropriate) and represents the diverse community that we live in.

Outcome: Enthused learners who are prepared for the next stage in their learning journey.