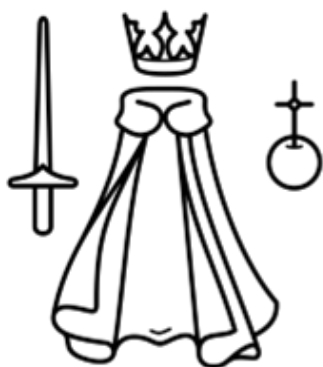


# The Abbey Hill

# CURRICULUM



*Achieving our dreams together*





## The design of our curriculum

The Abbey Hill Primary Curriculum has been designed to support our pupils to learn through 4 key lenses: Power and Peace, Imagination and Innovation, What a Wonderful World and Equity and Diversity.

The 4 lenses reflect key priority foci for our catchment both in terms of the key knowledge and understanding we aspire to our pupils attaining but also in the concepts, skills, attitudes and experiences that are central to our ambitions for our pupils.



## Our curriculum has been designed and developed through consultation with:

- Our school community, including pupils
- Governors
- Teaching staff
- Curriculum Specialists including Transform Associate Headteachers
- CPD providers.



Through careful and rigorous consultation, analysis and evaluation, we have identified lenses which not only reflect what we wish for our pupils (our intent) but also shape the teaching and learning (our implementation and impact).

Lenses provide a focus for the content including substantive knowledge choices. Our lenses are: Power and Peace, Imagination and Innovation and What a Wonderful World. Our fourth lens - Equity and Diversity - runs as a thread throughout our curriculum.



## The Structure of our Curriculum:

Our curriculum has been carefully planned to retain its progressive sequencing.

Pupils study specific 'Topics' which take enquiry-based titles across either one term or, in some instances, half a term. These decisions are informed by our knowledge of our pupils' motivation, cognitive load and curriculum timetabling.

Topics encompass History and/or Geography content and our English curriculum content generally follows these themes. Where meaningful opportunities and links can be made, the content or outcomes of the Art/DT/Music or Digital curriculums may be interwoven but subjects retain their distinctiveness.





## Rationale

### Why have we chosen this approach?

The lenses chosen have grown organically as our curriculum has been evaluated and refined. From the curriculum content and the successes we have seen our pupils achieve. This includes taking on board pupil voice, retrieval but also what key knowledge we want our AbbeyHillians to know and retain.



### Why have we chosen this content/these people?

All content has been primarily taken from the breadth of study from the National Curriculum. On some occasions, we reach beyond it.

Where choices can be made, they have been made based on our knowledge of our community and the needs and motivation of our pupils.

All choices made reflect our catchment, context and the feedback of our AbbeyHillians including school parliament and Governors.



### Enquiry Topic Titles and Authentic Outcomes

Our decision to title all Topics as questions is informed by research (Banks and Waters, 2022) and a desire to “encourage the children to wonder and notice”. Our questions are, mostly, driven by why and how questions which “is engaging, practical and revealing” and this aligns to our curriculum intent. We know our pupils are motivated by an audience so learning is celebrated beyond books (Lear, 2019).



### The role of Digital

In addition to our Computing Curriculum, school recognises the importance of technology to empower and enable our pupils. As part of Abbey Hill’s Digital Strategy, selected Topics have a designated Digital Literacy outcome which links to lens content. These enable pupils to communicate an authentic outcome to their Topic through contextual application of their digital skills.



### The role of knowledge in our curriculum

A curriculum in which we know more and remember more.

The substantive knowledge we aspire for our pupils to attain has been carefully selected having drawn upon the National Curriculum, expert knowledge of leaders in school and Trust, pupil voice and our knowledge of the community we serve.

Knowledge selected is cohesive; all 4 lenses demonstrate a clear pathway of sequential progression with the knowledge attained forming the foundation on which to build in subsequent years.





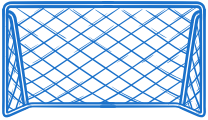
## Powerful Knowledge

Professor Michael Young poses 'Powerful Knowledge'. It is much more than common sense as it is systematic and is related to the subjects and disciplines we teach. It is specialised knowledge which exists within clearly-defined fields of enquiry. This aligns to our ethos of social justice and the desire to promote "empowerment of our students," to make meaning through our subject disciplines. This aligns to our ethos at Abbey Hill – we are designing the knowledge of our curriculum in such a way that it empowers pupils to join in, interact, experience, challenge and be active participants both in learning and their world.



## Retrieval of knowledge

Principles of retrieval practice and small-steps, sequential learning, inform the decisions teachers make to ensure that our pupils know more and remember more. Knowledge is sequential both within and across year groups. Staff use a planning approach adapted from SOLO Taxonomy, to sequence knowledge within a Topic.



## Our Goals

In all our 'Topics' we have clear goals which take 3 forms - To know, to do and to share.



**Substantive knowledge:** This is carefully and deliberately selected, powerful knowledge we aspire to pupils retaining



**Disciplinary knowledge:** These are carefully, sequentially mapped skills which support pupils to progress as geographers, historians, artists etc



**End products:** These are the materials which pupils may produce or assimilate at a conclusion of their learning and may include presentations with a value on oracy, movies, pieces of art or simply the ability to cohesively articulate their response to an enquiry question.



## Enrichment and Opportunity

We are passionate about enriching our pupils' learning and lives with engaging experiences and opportunities. Our curriculum carefully maps out enrichment opportunities which include: Curriculum-linked trips, Curriculum-linked Visitors, Trips to Places of Worship and 'Awe and Wonder' opportunity trips which link to our aspirations beyond the curriculum for our Abbeyhillians.





### **Diversity**

Abbey Hill is a school which is passionate about celebrating, sharing and learning from the rich diversity of our school community and our wider world. Pupil voice consistently tells us our Abbeyhillians are curious and respectful of this.

Within our curriculum, we make deliberate choices to ensure a rich tapestry of cultures, nations and people are celebrated and discovered.

Examples of this include opportunities to explore and consider how life differs in other nations, in other cultures and societies and in the themes we explore through the embedded lens of Equity and Diversity.



### **Protected Characteristics**

Under the Equality Act 2010, there are nine protected characteristics. These are key aspects of human identity that must be respected and valued in all aspects of life, including education. The protected characteristics are taught through our curriculum at Abbey Hill and how our curriculum covers these is mapped out by our Diversity Lead. These are:

1. Age
2. Disability
3. Gender Reassignment
4. Marriage and Civil Partnership
5. Pregnancy and Maternity
6. Race
7. Religion or Belief
8. Sex
9. Sexual Orientation



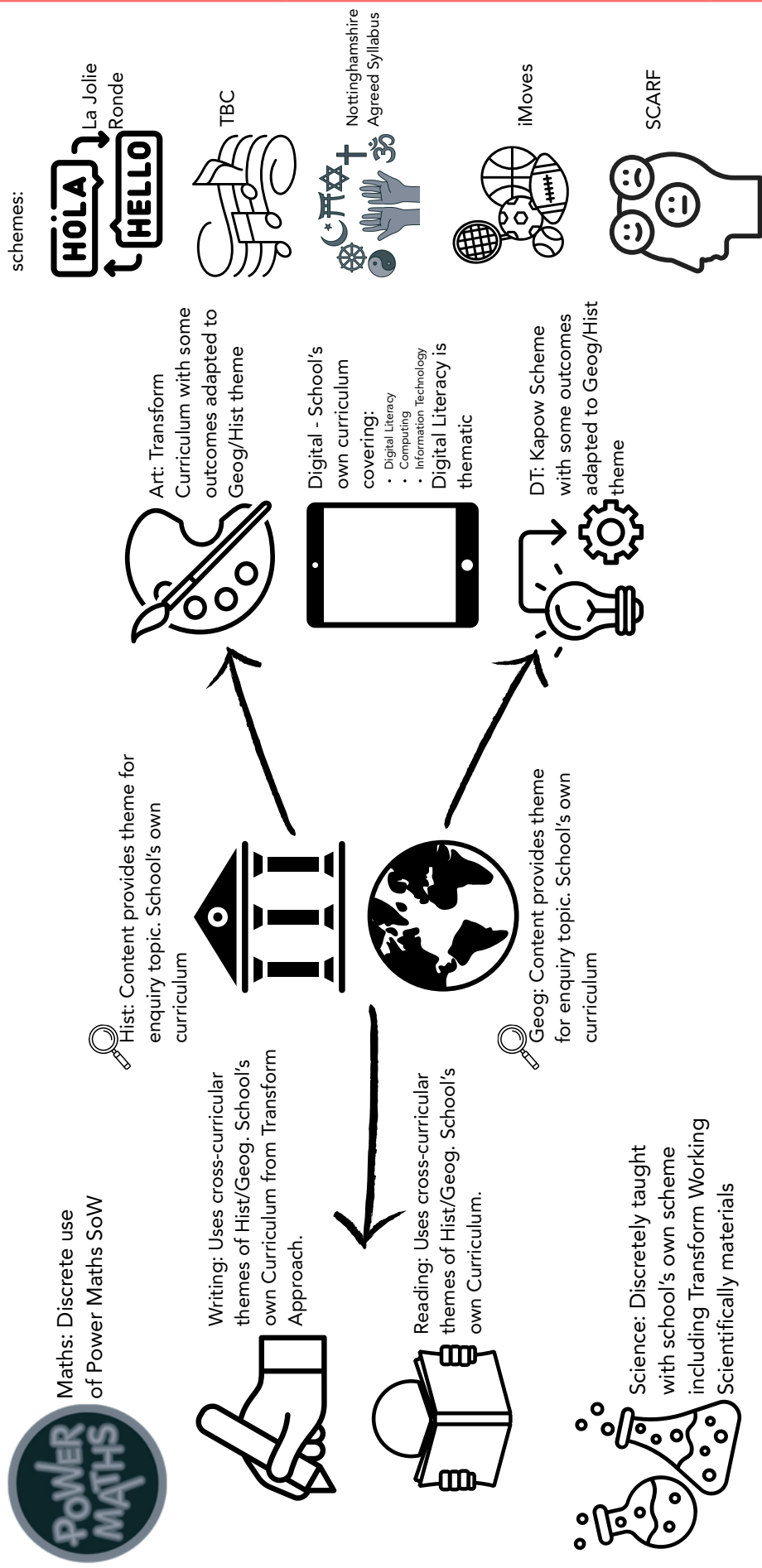
### **British Values**

The British Values are a set of principles that promote a democratic and inclusive society in the UK. These values are fundamental to ensuring that everyone is treated equally and has the opportunity to contribute positively to society. We aim to teach the British Values through the lessons that we teach to our Abbeyhillians and this is mapped across the curriculum by our Diversity Leader.



# Our Lenses model

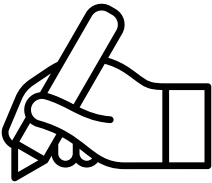
The breadth of our school curriculum is underpinned by a model in which some learning is taught discretely, including use of schemes. Other subjects and disciplines are taught thematically. Our Geography and History curriculum drives the content and enquiry questions to which pupils respond. This diagram illustrates the relationship between content and disciplines.





## Maths

As an evolution of Abbey Hill's approach to mastery maths, Power Maths was introduced in January 2025. The Power Maths scheme is utilised for full coverage of the maths curriculum. This is supplemented by Fluent in 5, Times Table Rockstars and discrete arithmetic practice.



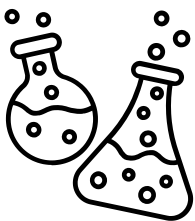
## Writing

Abbey Hill uses the Transform Writing process to underpin the design and structure of our curriculum. Units of writing are planned, generally following the themes of the 'topic' curriculum. To foster a love of writing, school also creates opportunities for pupils to write beyond the themes of the topic curriculum including for competitions or world events.



## Reading

Early Reading is taught using the Little Wandle scheme which has been in place since 2022. Pupils progress on to a whole-class reading approach, which the school has developed since 2023. The texts cover both the themes of the 'topics' and of other high-quality texts which foster ambition and a love of reading.



## Science

Abbey Hill's Science curriculum has been developed by the school, utilising materials provided by the A.S.E and by Christopher Such. Transform Trust's Working Scientifically materials supplement this curriculum to ensure pupils have opportunities to develop and apply both their substantive and disciplinary knowledge as scientists.





# The Lenses of our CURRICULUM



## Our Lenses model

Our curriculum model has 4 lenses. Lenses are the concepts through which our Topics are studied.

Whilst The National Curriculum forms the basis of our content and coverage, our lenses provide the approach/angle/ethos through which the content is taught. Key themes, approaches, events and local decisions are made based upon the driver associated with each term's learning.

All our topics are explored through the lens of either Power and Peace, Imagination and Innovation or What a Wonderful World. The lens of 'Equity and Diversity' is used across all of our curriculum and topics.



### POWER AND PEACE

Focusses on significant people or themes in the pursuit of power and peace.

The impact of the power, authority, actions or leadership of individuals forms the focus of the study

The relationship between groups of people may form the basis of the study



### Imagination and Innovation

Focusses on the achievements, inventions, decisions, creations or achievements of individuals or civilizations

Changes in technology including those responsible may feature

Explores positive changes to life or ways of life as a result.



### What a Wonderful World

Centres learning on climate, the environment, geography and landscape of the world.

Guides pupils to reflect on their interaction with the world as well as the relationship others have within our world such as with the sea or with the rainforests.

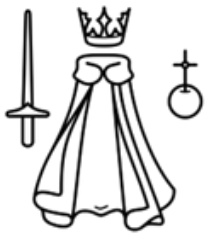
Shines a light on pupils' role as global citizens.



### Equity and Diversity

Runs as a thread across all Topics. Some curriculum content may be discretely covered such as through studying Black History Month. All Topics will include themes of equity and diversity such as in the individuals or events studies (e.g., Holocaust, Role of Women)





# POWER AND PEACE

From Year 1 to Year 6, Abbeyhillians develop an increasingly complex understanding of power, moving from simple, tangible examples to global influence and historical legacy.

In Year 1, they explore power in everyday contexts, focusing on influential individuals (Queen Victoria) and natural forces (weather).

Year 2 shifts to structural and event-based power, examining castles as defensive strongholds and the Great Fire of London's impact.

Year 3 expands to civilisations, exploring how Ancient Egypt maintained power through leadership, innovation, and culture.

Year 4 introduces power struggles, looking at Anglo-Saxon and Viking invasions, resistance, and shifting control. In Year 5, pupils examine how the Maya sustained power through societal structures, religion, and cultural traditions.

By Year 6, they analyse power on a global scale, focusing on World War II, the Home Front, and figures like Alan Turing, considering how power influences conflict, resilience, and legacy.

This progression moves from personal and natural power to political, cultural, and military dominance, building pupils' understanding of leadership, change, and historical impact. By the end of Year 6, they can critically evaluate how power shapes societies past and present.

## Key Themes:

1. The progression of diverse figures in Leadership – Many figures, such as Eleanor of Aquitaine, Aethelflaed, and Lady Xoc, show the significant role women played in leadership and military or political power in their societies.
2. Legacy and Impact – a lasting impact upon society, whether through military leadership, political influence, cultural innovation, or scientific advancement.





# Imagination and Innovation

Over the course of Years 1 to 6, Abbeyhillians develop a deeper understanding of how imagination and innovation drive societal change.

In Year 1, they begin by exploring the contributions of historical figures like Florence Nightingale and the early advancements in transport, setting the stage for the idea of progress.

This foundation is expanded in Year 2, where pupils learn about the transformation of leisure through the rise of seaside holidays and advances in travel, such as trains and airplanes, showing how innovation can reshape everyday life.

By Year 3, Abbeyhillians move into exploring the tools and technologies that shaped early human civilizations, such as the discovery of bronze and iron, helping them see how early innovations impacted society.

Year 4 deepens this understanding by focusing on the Romans, examining their contributions to infrastructure, law, and medicine, as well as the resistance of figures like Boudicca.

Year 5 shifts focus to the intellectual revolutions of Ancient Greece, highlighting how ideas like democracy and philosophy laid the foundations for modern governance.

Finally, in Year 6, pupils explore the evolution of justice, from ancient legal systems to modern Britain, synthesizing their learning on how innovations in governance and law shape the society we live in today.

## Key themes are:

Inspiration and Breaking Barriers: Many individuals broke societal norms to achieve greatness. They inspire others to overcome challenges and push boundaries.

Social well-being and justice are seen through figures like Boudicca and Dame Elizabeth Lane, who broke barriers, and Florence Nightingale and Amelia Earhart, who inspired change.



*Achieving our dreams together*





# What a Wonderful World

The progression of What a Wonderful World begins with Year 1, where pupils compare local and international places through maps and basic geography.

Year 2 builds on this by exploring the role of explorers and cultural differences, particularly focusing on Ethiopia.

In Year 3, pupils dive deeper into Earth systems, including the water cycle and biomes, while examining the impact of human activities.

Year 4 introduces natural disasters, focusing on volcanic and seismic activity, with a view on how humans adapt to dangerous environments.

Year 5 explores global trade, ethical issues, and environmental concerns, emphasizing the importance of sustainable and fair trade practices.

In Year 6, pupils engage with global inequality, sustainability, and the role of activism in addressing environmental challenges.

Each year builds a broader and deeper understanding of the world, its challenges, and how individuals and societies can make a positive impact.

## Key Themes:

A strong focus on protecting the environment, whether through sustainable living practices, promoting fair trade or fighting for climate action. This theme encourages Abbeyhillians to consider how their actions impact the world around them.

**Social Justice and Equality:** Our curriculum highlights the need for fairness, whether it's through equal trade (Fair Trade), addressing the disproportionate impact of natural disasters on marginalized communities, or fighting for justice.





# Equity and Diversity

The lens of Equity and Diversity runs throughout our curriculum as meaningful and purposeful links are made.

The overarching theme in this content is the celebration of individuals who challenge societal norms and advocate for justice, equality, and sustainability. Whether through leadership, activism, or cultural understanding, each figure contributes to making the world a more just, respectful, and sustainable place for future generations.

These figures also showcase how diverse backgrounds, including gender, culture, and ethnicity, enrich societies and contribute to a better future.

This content promotes a global, inclusive perspective on leadership, social justice, environmental responsibility, and empowerment, encouraging Abbeyhillians to reflect on themes in relation to their own lives and the world around them.

Abbeyhillians are consistently curious about the lives of others and pupil voice has consistently reflected in desire to, as one pupil stated, 'meet more people who don't look like me'.





## Ambition

Ambition is nurtured through challenging subject content and high expectations across all subjects. Pupils explore complex ideas such as sustainability, historical power structures, and global citizenship. Through exposure to inspirational individuals, scientific enquiry, and aspirational vocabulary, Abbeyhillians are encouraged to dream big academically and personally.



## Pride

Pupils take pride in their learning through meaningful outcomes such as exhibitions, performances, and practical creations. Local history and geography build pride in place and community, while opportunities to present, display, and share achievements foster confidence and ownership of learning.



## Kindness

Kindness is interwoven into curriculum themes such as Equity and Diversity and environmental responsibility. Topics encourage empathy, care for others, and respect for difference — whether learning about historical figures who challenged injustice, studying global faiths, or considering our impact on the natural world.







## Resilience



Resilience is developed through enquiry, problem-solving, and perseverance in learning. Pupils encounter increasing challenge over time and are supported to stick with tricky tasks, adapt thinking, and work collaboratively. Curriculum content encourages them to reflect on overcoming setbacks — in history, science, and in their own lives.





## Autumn

- 1  Where can magnificent maps lead us?  
 Who was Queen Victoria?
- 2  How different is life in another country?  
 How powerful is a castle?

## Spring

- How powerful is the weather?  
 Is our twin town just like us?
- What happened in the Great Fire of London?  
 Why do we like to be beside the seaside?



- 3  How powerful are the pyramids?

- Where can we set sail?  

- How wonderful is our world?  


- 4  Why should we thank the Romans?

- How did invasion change Britain?  



- How do we survive an angry earth?  


- 5  How mighty were the Mayans?  
 How fair is our trade?

- How do we save The Rainforest?  




- How Groovy were The Greeks?  


- 6  How did we make do and mend?


- How do we achieve justice?  


- What does the future hold?  


## Summer

- Why should we thank Florence Nightingale?  

- How did we get there?  


- Who explored where?  


- How did we go from Stone to Iron?  






# Solo Taxonomy and PLANNING

## Curriculum Handbooks

We provide teachers with curriculum handbooks for Geography and History to

## Solo Taxonomy

To support planning for acquisition and retention of knowledge, we use an approach to sequencing of Topic knowledge inspired by SOLO Taxonomy. We will sequence knowledge within Topics using the following approach, to the greatest extent possible and appropriate to the class and learning delivery. The SOLO Taxonomy model is visualised like this:

