



Wider Curriculum Clarity Document

January 2026

High Expectations, Caring, Positive Attitudes & Successful



Wider Curriculum Clarity Document

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Purpose

This document sets out clear expectations for how all staff at Hunslet Carr Primary School plan, teach, adapt and assess wider curriculum subjects. It aligns with our school context, CREW culture, SEND systems and assessment policy, and ensures consistency, inclusion and ambition for all pupils.

Our wider curriculum is designed to:

- Widen horizons for pupils growing up in high deprivation
- Explicitly develop language, knowledge and cultural capital
- Support SEMH, SEND and communication needs through structure and relationships
- Maintain high expectations for all learners



Area	Expectation at Hunslet Carr
Scheme	Each subject uses a school-agreed scheme or progression map that is knowledge-rich, sequenced and ambitious. Schemes clearly identify: key knowledge, vocabulary (Tier 2 & 3), skills and concepts. Where no published scheme exists, subject leaders provide a progression map and unit overviews.
Long-Term Planning	Subject leaders map coverage across the year ensuring full National Curriculum coverage. Units are sequenced to build from local/contextual knowledge to national and global understanding. Long-term plans are stored centrally on OneDrive.
Medium-Term Planning	Teachers follow unit overviews that identify: prior learning, key concepts, vocabulary, outcomes and assessment opportunities. Adaptations for class context are expected. Planning focuses on <i>what pupils will learn</i> , not activities alone.
Short-Term Planning	Teachers plan lessons with clear learning intentions, success criteria, key questions and vocabulary. Lessons should include talk opportunities, retrieval of prior knowledge and structured routines. Written planning should be proportionate and purposeful.
Building on Previous Learning	Teachers explicitly activate prior knowledge at the start of lessons using retrieval, recap questions, visuals or discussion. Timelines, maps and anchor charts are updated to show cumulative learning. Links to previous units are made explicit to pupils.



Area	Expectation at Hunslet Carr
Teaching Approach	Teaching is explicit, structured and vocabulary-rich. Teachers model, explain and scaffold before independent application. Oracy, discussion and sentence stems are used to support understanding. Lessons follow predictable routines to support regulation.
SEMH Adaptations	Predictable lesson structure, clear expectations, visual timetables, chunked tasks and regulation breaks are used. Adults prioritise relationships, pre-empt triggers and use CREW strategies to support emotional readiness for learning.
PSHE & Emotional Needs	Lessons provide opportunities for discussion, reflection and values education. Sensitive content is carefully handled with clear boundaries. Links are made to CREW themes, Zones of Regulation and real-life situations.
SEND Adaptations	Universal provision includes visuals, modelling, pre-teaching of vocabulary, reduced cognitive load and alternative recording methods. Targeted and personalised adaptations follow IPMs, SEND reviews and professional guidance. All pupils access the same curriculum content where possible.
Behaviour Needs	Clear routines, calm environments and explicit expectations are used. Tasks are broken into manageable steps. Adults use restorative language and support pupils to re-engage quickly following dysregulation.
EAL Adaptations	Vocabulary is explicitly taught and revisited. Visuals, real objects, modelling and oral rehearsal are prioritised. Pupils are supported to use full sentences and develop academic language. Home language is valued where appropriate.
Higher Attainers	Challenge is provided through depth, reasoning, justification and application rather than acceleration. Pupils are encouraged to explain thinking, make connections and apply knowledge in unfamiliar contexts.
Evidence – Where to Put It	Evidence of learning may include: books, folders, photos, displays, floor books, journals or digital evidence. Evidence should show knowledge acquisition over time. All evidence should be stored consistently and be accessible for monitoring.
Recording Learning	Recording expectations are proportionate. Written outcomes are not required every lesson. Oral responses, photographs, diagrams, models and practical outcomes are valid evidence, particularly for pupils with SEND or SEMH needs.
Assessment – In the Lesson	Teachers use questioning, observation, discussion and low-stakes checks to assess understanding. Live feedback is prioritised. Misconceptions are addressed in the moment or noted for follow-up.
Assessment – After the Lesson	Teachers complete a brief reflection or assessment note identifying: pupils who met the learning, pupils needing support and pupils ready for further challenge. This informs future planning rather than generating unnecessary workload.
Retrieval & Recall	Key knowledge and vocabulary are revisited through starters, quizzes, discussion and cumulative tasks. Retrieval is low-stakes and supportive, especially for pupils with memory difficulties.



Area

Expectation at Hunslet Carr

Outcomes

End-of-unit outcomes demonstrate what pupils know and can do. Outcomes may include written work, presentations, models, performances, explanations or projects. Expectations are ambitious but adapted to need.

Monitoring & Subject Leadership

Subject leaders monitor through learning walks, book looks, pupil voice and planning reviews. Monitoring focuses on curriculum impact, inclusion and consistency rather than compliance.

Inclusion – Non-Negotiables

All pupils access the wider curriculum. Adaptation does not mean lowering ambition. Vocabulary, knowledge and experiences are for everyone. Relationships, structure and high expectations underpin all teaching.

Subject information table

Subject	Leader	Scheme	When?	Evidence	Intent (headline)	Implementation (headline)	Impact (headline)	Curriculum	Knowledge & Skills Progression	Assessment	Inclusion
History	Laura L	Progression map & planning booklets	Topic Weeks replacing Core/Wider	Books, work samples, pupil voice, behaviour logs	All pupils understand the past and develop historical language regardless of need	Chronological teaching, vocabulary pre-teaching, visuals, structured talk, predictable routines	Pupils recall events, use vocabulary, show confidence over time	Local → national → world history, key concepts revisited	Incremental steps, timelines & oral rehearsal	Mini retrieval quizzes, projects, pupil discussion	Chunked tasks, adult support, oral outcomes, regulation breaks
Geography	Matthew F	Long-term plan & knowledge organisers	Topic Weeks replacing Core/Wider	Fieldwork photos, maps, books	Pupils understand place, environment and diversity	Local studies first, visuals, real-world links	Pupils describe places, show curiosity	Physical & human geography, inequality, sustainability	Vocabulary revisited across units	Low-stakes questioning, mapping tasks	Visual prompts, adapted fieldwork, movement breaks
Science	Gary L	Kapow scheme	Weekly / Blocked	Practical investigations, work samples	Pupils access scientific knowledge and enquiry	Practical investigations, explicit vocabulary teaching	Pupils explain simple concepts	Biology, chemistry, physics basics	Skills build from observation to enquiry	Teacher observation, quizzes	Sensory-aware experiments, adult modelling
RE	Maisie C	Agreed syllabus – Believing and Belonging	Weekly / Blocked	Discussion records, displays	Develop respect, empathy and moral understanding	Story-based learning, discussion, visuals	Pupils discuss beliefs respectfully	Christianity, other faiths, values	Concepts revisited through stories	Oracy-based assessment	Visual storytelling, scaffolded talk
PSHE	Elizabeth C	DfE-aligned scheme HCPS	Weekly	Pupil voice, incident data	Teach emotional literacy, relationships and safety	Explicit feelings vocabulary, routines, role play	Improved regulation and self-awareness	Health, relationships, life skills	Skills deepen across year groups	Reflection, observation	Small groups, therapeutic approaches, personalised plans
Computing	Matthew F	Teach Computing scheme	Weekly	Online tasks, log-ins	Pupils become safe, confident technology users	Modelling, repetition, online safety focus	Increased independence	Digital literacy & safety	Skills scaffolded gradually	Task completion checks	Visual prompts, supported use, reduced screen load
Art & Design	Alannah F	Skills-based curriculum	Topic Weeks replacing Core/Wider	Sketchbooks, displays	Express ideas and emotion creatively	Process-focused, artist inspiration	High engagement and confidence	Drawing, painting, sculpture	Skills build incrementally	Verbal reflection, outcomes	Sensory-adjusted materials, alternative tools
DT	Abbie J	Design cycle model	Blocked	Finished products	Develop problem-solving and life skills	Small steps, real-life contexts	Increased perseverance	Food, structures, mechanisms	Repeated design process	Product evaluation	Adapted tools, adult scaffolding
Music	Polly S	Kapow scheme	Weekly	Participation records	Music supports communication and regulation	Singing, rhythm, repetition	Improved turn-taking and expression	Rhythm, pitch, instruments	Skills revisited through practice	Observation & performance	Volume control, movement alternatives
PE	Emma B	Inclusive PE scheme	Weekly	Participation data	Promote health, teamwork and confidence	Clear routines, participation focus	Improved stamina and confidence	Games, fitness, coordination	Skills develop gradually	Observation against objectives	Flexible roles, emotional support

Teaching Through Topics (History, Geography & Art)

At Hunslet Carr Primary School, History, Geography and Art are primarily taught through termly topic projects. This approach reflects our belief that pupils in our community need rich, connected experiences that build knowledge, language and cultural capital over time.

Topic Structure

- Each term includes a three-week Topic Block where History/Geography/Art become the main curriculum focus
- During these weeks, some wider and non-core sessions are reduced to protect depth of learning
- Dedicated PPA time is allocated to support high-quality planning and consistency



	Autumn	Spring	Summer
Year 1	How have childhoods changed? History	How can we express ourselves? PSHE/Art	Mary Anning Geography
Year 2	Where were the fire engines during the Great Fire of London? History	How can we look after all living things? PSHE/Art	How do we explore new places? Geography
Year 3	What was life like during the stone age? History	How can we secure our future? PSHE/Art	Who would live by a river? Geography
Year 4	What did the Romans do for Britain? History	How can I be my best self? PSHE/Art	Would you rather live in Athens or Sparta? Geography
Year 5	How did the Vikings change Britain? History	How has multiculturalism shaped Britain? PSHE/Art	What can we learn from the Maya? Geography
Year 6	Why do we still remember WWII? History	How can we spread love, not hate? PSHE/Art	What Happens When Rules Are Broken? Geography

Purpose of Topics

Topics are:

- Carefully tailored to our school context and demographic
- Designed to explicitly teach the knowledge, skills and vocabulary our pupils need to succeed
- Built year-on-year, revisiting and deepening key concepts rather than repeating content
- A key driver in widening horizons and increasing cultural capital

Collaborative Topic Planning Days

For each topic, teachers and subject leaders take part in collaborative planning sessions. These sessions focus on:

- Reviewing previous assessment information and pupil outcomes
- Teachers plan using the 'S-Plan' format with outcomes in mind
- Reflecting on previous topics to refine and improve curriculum design
- Agreeing the key knowledge, vocabulary, skills and concepts for the new topic
- Identifying likely barriers linked to SEMH, SEND, behaviour and language needs



Topic Booklets

As part of planning, new topic booklets are created for each class. These booklets:

- Outline the overall topic rationale
- Set out clear learning objectives and knowledge expectations
- Include key vocabulary, timelines, maps or artist references where appropriate
- Provide structure and consistency while allowing teachers flexibility in delivery



Topics as Projects

Each topic is treated as a project, not a sequence of isolated lessons.

- Learning builds across the three weeks
- Knowledge and skills are revisited and applied in different ways
- Pupils are supported to see connections between lessons and subjects

Final Outcome & Community Engagement

In the final week of each topic:

- Pupils produce a final outcome or presentation (e.g. exhibition, performance, presentation, shared book, gallery)
- Learning is celebrated and shared with parents and/or the local community wherever possible
- Outcomes are adapted so all pupils can participate meaningfully



Trips, Experiences & Enrichment

During topic planning days, staff also:

- Plan trips, visitors and real-life experiences linked directly to the topic
- Identify opportunities to take learning beyond the classroom



- Ensure experiences are purposeful, accessible and inclusive

RE, Prospects, Life Skills, Sport, New Environment, Culture, Entertainment

Yr Grp	Agreed Experiences
Nut	<ul style="list-style-type: none"> A trip to Lotherton Hall A trip to Swilthens farm A trip to Middleton Railway A trip to supermarket A trip to see Santa Local Walk A trip to Temple Newsam Visit from police An inflatable sport activity
Rec	<ul style="list-style-type: none"> A trip to Abbey House Museum & Santa A trip to Yorkshire Wildlife Park A trip to Temple Newsam – three little pigs workshop Living Eggs experience A trip to Middleton Park A trip to a restaurant/cooking school A trip to Leeds Quake Market A visit from police, doctor, fire service An inflatable sport activity A visit into school from a person of faith
Yr 1	<ul style="list-style-type: none"> A trip to the woods A trip to Armley Mills A trip to the Seaside A trip on the Middleton Railway A visit from a doctor/nurse A gymnastics workshop A trip to the local church
Yr 2	<ul style="list-style-type: none"> A trip to the countryside A visit from a chef A trip to Tropical world A trip on a bus A visit from Dog's Trust A visit from firefighters A dance workshop A visit from the local mosque

Yr 3/4	<ul style="list-style-type: none"> A trip to a sporting event A trip to an art gallery A trip to the recycling RERF A residential trip A visit from a police officer – change to a visit from RNLI team. A football workshop A trip to the local Sikh temple A trip to Magna
Yr 5	<ul style="list-style-type: none"> A trip to a high school to see a theatre production A trip to Yorkshire Sculpture Park A trip to the Great Yorkshire Show A food-tasting workshop (I'm a Celeb) A visit from a lawyer A trip to the local Hindu temple A Viking workshop Fiver challenge 2nd June – 27th June
Yr 6	<ul style="list-style-type: none"> A residential trip A trip to the cinema A trip to London A further education visit/workshop A visit from an entrepreneur A judo/karate workshop A trip to the local Buddhist temple A visit from an artist
Whole school	<ul style="list-style-type: none"> A visit from an author A visit from a musician A visit from a poet A visit from an illustrator A visit from a sports person A visit from an environmentalist A trip to the local area A trip to the library A visit from a pantomime

Cross-Curricular Links

Topics are deliberately cross-curricular and include:

- High-quality book recommendations (fiction, non-fiction and poetry)
- Planned writing opportunities linked to topic content and purpose
- Explicit links to reading, oracy, art, drama and PSHE where appropriate

This approach ensures that topic teaching at HCPS is ambitious, inclusive and meaningful, allowing pupils to apply learning, develop confidence and take pride in high-quality outcomes.

Consistent Model Slides

To support consistency, inclusion and clarity for pupils, all wider curriculum subjects use a consistent set of model slides. These slides are used across History, Geography, Art, Science, RE and other wider curriculum lessons.

Purpose

The consistent slide structure:

- Reduces cognitive load for pupils with SEMH, SEND and communication needs
- Supports predictable routines and learning readiness
- Reinforces high expectations and shared language across the school
- Helps pupils understand *why* they are learning and *how* to be successful

Non-Negotiable Slide Components

All wider curriculum lessons should include the following:



- **Why We Learn This Subject**

A child-friendly explanation of the purpose and value of the subject, linking learning to real life, future opportunities and widening horizons.

- **How We Show Ready, Respectful, Safe & Persevering Panda**

A slide that explicitly reminds pupils how to behave and learn well in that lesson, linking to HCPS expectations and the Persevering Panda habits.

- **Flashback – Previous Learning**

A short retrieval activity that revisits key knowledge or vocabulary from prior lessons, topics or year groups.

- **Starter – Skill or Concept Focus**

A brief starter task designed to activate thinking and practise a specific skill or piece of knowledge needed for the lesson.

- **Vocabulary Slides**

Explicit teaching of key Tier 2 and Tier 3 vocabulary, using definitions, images and examples. Vocabulary is revisited and reused throughout the lesson.

- **Learning Objective**

A clear, pupil-friendly objective that focuses on what pupils will *learn* rather than what they will *do*.

- **Exit Ticket**

A short, low-stakes check at the end of the lesson to assess understanding. Exit tickets may be oral, visual or written and are used to inform next steps.



This consistent approach ensures that pupils feel secure, understand expectations and can focus on learning, while also supporting teachers to deliver high-quality, inclusive wider curriculum lessons.

Task design

Task design in all subjects is crucial because it shapes how children think, question, and make connections. Well-designed tasks go beyond recalling facts; they encourage pupils to compare, analyse, and interpret, developing skills that can be applied across all subjects. By using consistent structures and building in opportunities for discussion, reasoning, and reflection, tasks help pupils develop transferable skills such as critical thinking, problem-solving, and communication. This ensures that what children learn in history strengthens their wider learning and prepares them for future challenges.

Connections

CHUNK	COMPARE	SEQUENCE	CAUSE & EFFECT
TREE DIAGRAM	VENN DIAGRAM	FLOW CHART	INPUT-OUTPUT DIAGRAM
MIND MAP	DOUBLE SPRAY	CYCLE	FISHBONE DIAGRAM

Explain why the pictures in each hexagon have been chunked together



Focus Map

Based on your knowledge of Elizabeth I, explain why the artist included these features in the portrait



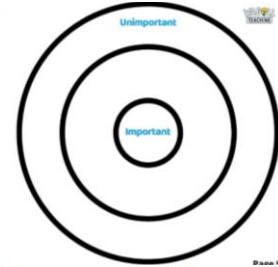
Three Thoughts

What might the thoughts be of these three characters?



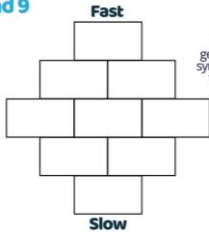
Target Map

Place the events on the target map based upon how significant they were in causing the start of World War 2.



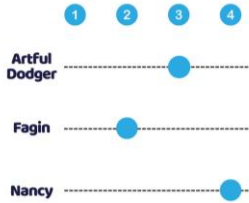
Diamond 9

- Scurry
- Sprint
- Shuffle
- Dash
- Trot
- Stroll
- Jog
- Charge
- Race



Rank your generated run synonyms from fast to slow

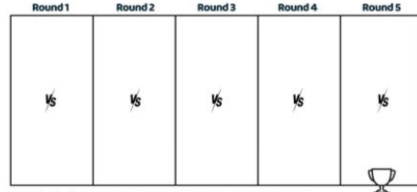
Counter Ranking



Which character has the most influence on Oliver's life? Why?

Royal Rumble Ranking

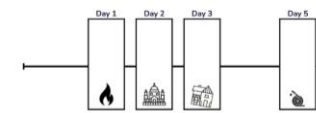
Which verb would suit a suspense story better?



Verbs in the Royal Rumble: dash, scuttle, scurry, sprint, jog, stumble, stagger, flee, bolt.

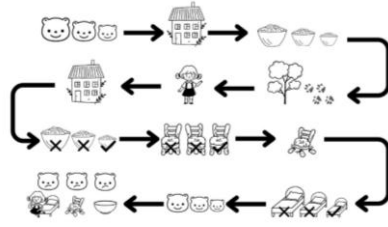
Timeline

Sequence key events of the Great Fire of London.



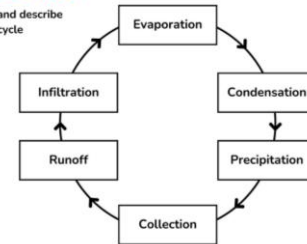
- Sunday 2nd September 1666: The fire starts in Pudding Lane
- Monday 3rd September 1666: The fire spreads to St Paul's Cathedral
- Tuesday 4th September 1666: Houses are pulled down to stop the fire
- Thursday 6th September 1666: The fire is finally put out

Flow Chart



Cycle Chart

Sequence and describe the water cycle



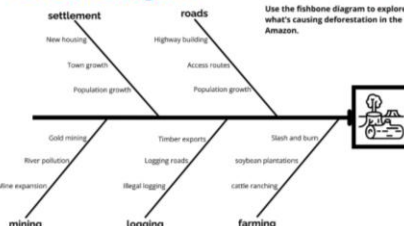
Swim Lanes

Track what happens to each golden ticket winner throughout the factory tour. Each row represents a character. In each box, summarise their key actions, reactions, or dialogue. Leave boxes blank once they've called the story.

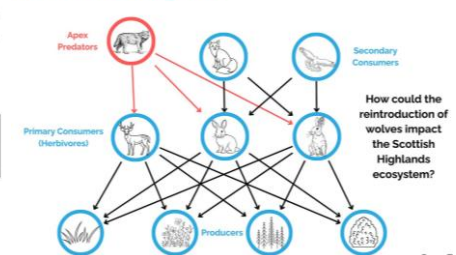
Which behaviours and attitudes led each child to their outcome? Who showed the most growth or self-control?

Character	Chocolate Room	Inventing Room	Nut Room	TV Room	End
Augustus	Greasily drinks from chocolate river, falls in	-	-	-	-
Violet	Shoves off, mucks Augustus	Ignores warnings, chases gum, swells into bubble	-	-	-
Veruca	Complains it's messy, demands a squirrel	Complains, wants everything	Sings about wanting a squirrel, falls down chute	-	-
Mike	Disinterested, mutters that it's boring	Sniffs at inventions	Stays quiet, rolls eyes	Ignores warnings, shrinks himself on TV	-
Charlie	Falls, curious, shares observations with Grandpa Joe	Asks, asks questions politely	Hugs Grandpa Joe, shows gratitude	Observes respectfully, follows instructions	Wins the factory

Fishbone Diagram

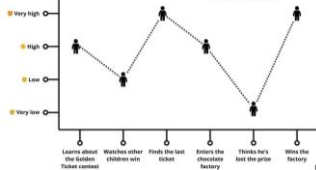


Relations Diagram

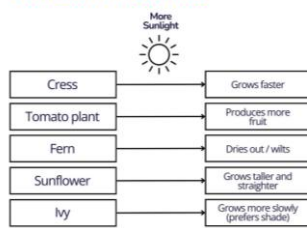


Rise and Fall Graph

Use the rise and fall graph to show how the main character's feelings change throughout the story.



Function Machines



This document should be read alongside the HCPS Classroom Environment Expectations, Assessment & Feedback Policy, SEND processes and CREW Handbook.