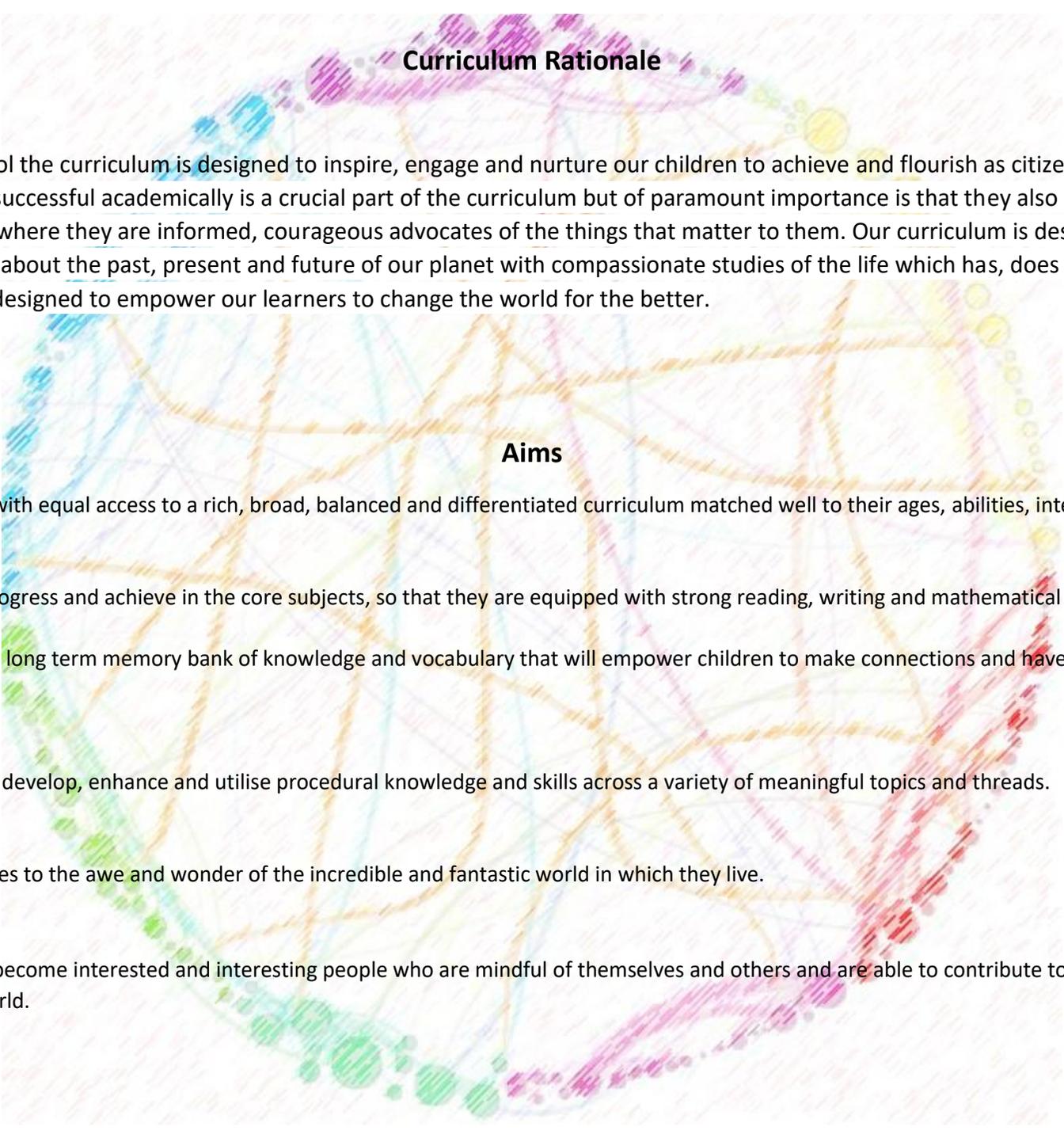


**Brookdale Primary School**

**Curriculum**



## Curriculum Rationale

At Brookdale Primary School the curriculum is designed to inspire, engage and nurture our children to achieve and flourish as citizens of today and the future. Ensuring that children are successful academically is a crucial part of the curriculum but of paramount importance is that they also learn how to live successful and happy lives where they are informed, courageous advocates of the things that matter to them. Our curriculum is designed to engage children of all ages in deep thinking about the past, present and future of our planet with compassionate studies of the life which has, does or will inhabit it. In a nutshell, it is a curriculum designed to empower our learners to change the world for the better.

### Aims

1. To provide all pupils with equal access to a rich, broad, balanced and differentiated curriculum matched well to their ages, abilities, interests, aptitudes and individual needs.
2. To ensure children progress and achieve in the core subjects, so that they are equipped with strong reading, writing and mathematical knowledge and skills.
3. To leave pupils with a long term memory bank of knowledge and vocabulary that will empower children to make connections and have a deep understanding of complex concepts.
4. To enable children to develop, enhance and utilise procedural knowledge and skills across a variety of meaningful topics and threads.
5. To open children's eyes to the awe and wonder of the incredible and fantastic world in which they live.
6. To equip children to become interested and interesting people who are mindful of themselves and others and are able to contribute to the well-being of their community and the wider world.

## Growth Mindset - *Learning to be a learner*

*"It is what you believe about your own intelligence that will determine how you approach a problem or a setback, and ultimately determine whether you fulfil your potential"* Carol Dweck

A school culture of growth mindset teaches children how to develop as a learner and equips them with skills, habits and mindful attitudes to support them when learning something new, facing difficulties and making mistakes. A Growth Mindset is adopting the belief that ability skills can be developed by effort. It enables children to; love challenges, see mistakes as intriguing and something to learn and grow from and to embrace the effort and challenge of new learning experiences.

### Year Group Theme

Each year group has a theme which draws together the learning from each of the individual subjects. The year group themes are as follows –

F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Me and My World	Happiness and Belonging	Exploring Matters	Adventure and Discovery	Footprints	Quests, Conquering and Curiosity	Moving and Evolving

### Big Questions

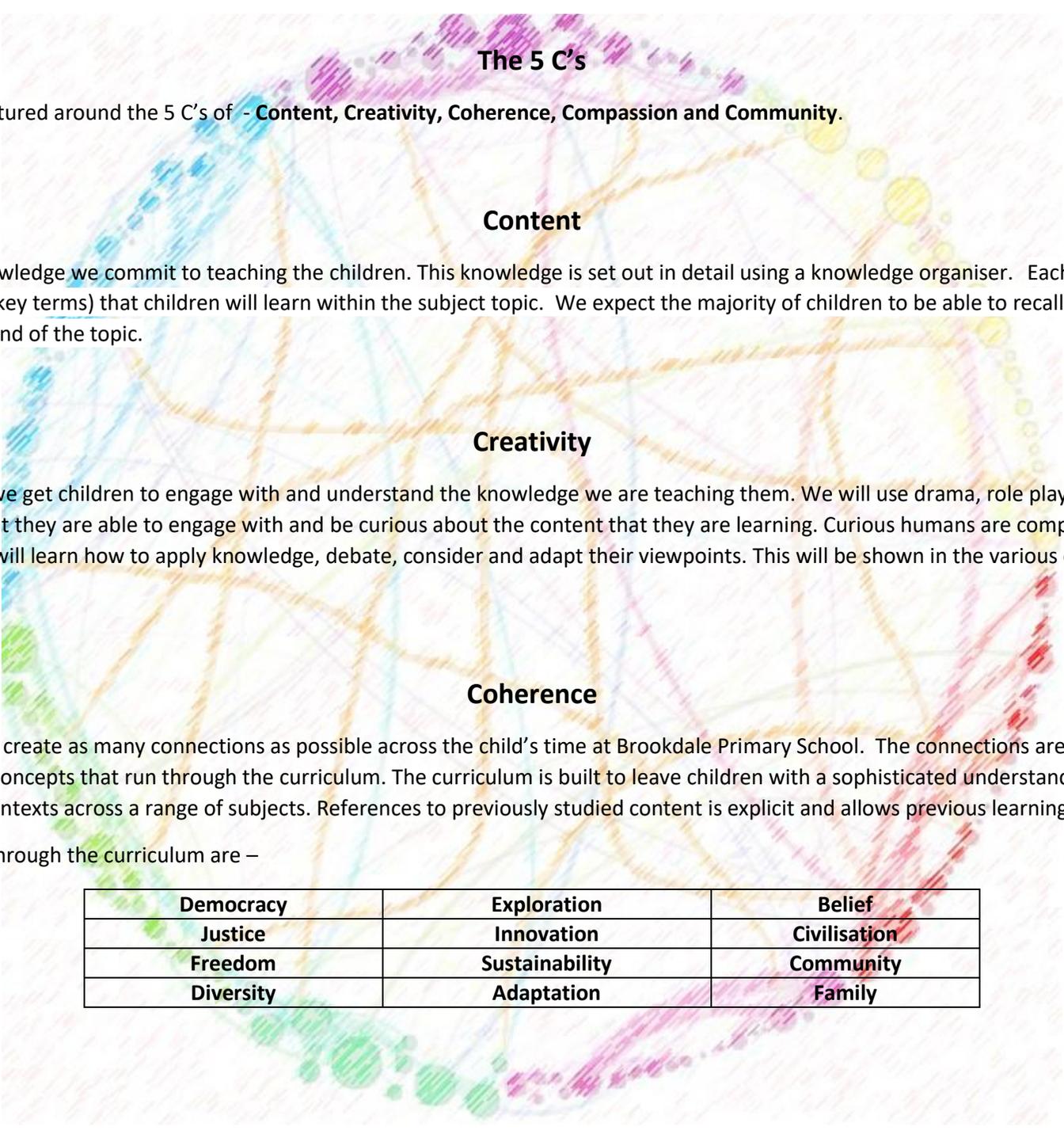
'Big' questions overarch each term within each year group. They are designed to be deep philosophy based questions. In order to answer the questions children will need to draw upon the knowledge, skills and understanding gained through the topic.

### Big Questions Outcome

Each term children will present an answer to the 'Big' question. This can be done in a number of ways including writing, art, debate, posters and music.

### Quality Texts

High quality texts are chosen as a driver for each topic. These texts are carefully chosen to make strong links across subjects and in turn provide children with the opportunity to explore the 'Big' questions in depth.



## The 5 C's

Our long term plans are structured around the 5 C's of - **Content, Creativity, Coherence, Compassion and Community.**

### Content

The content refers to the knowledge we commit to teaching the children. This knowledge is set out in detail using a knowledge organiser. Each knowledge organiser contains a list of vocabulary (key terms) that children will learn within the subject topic. We expect the majority of children to be able to recall all of the information on the knowledge organiser by the end of the topic.

### Creativity

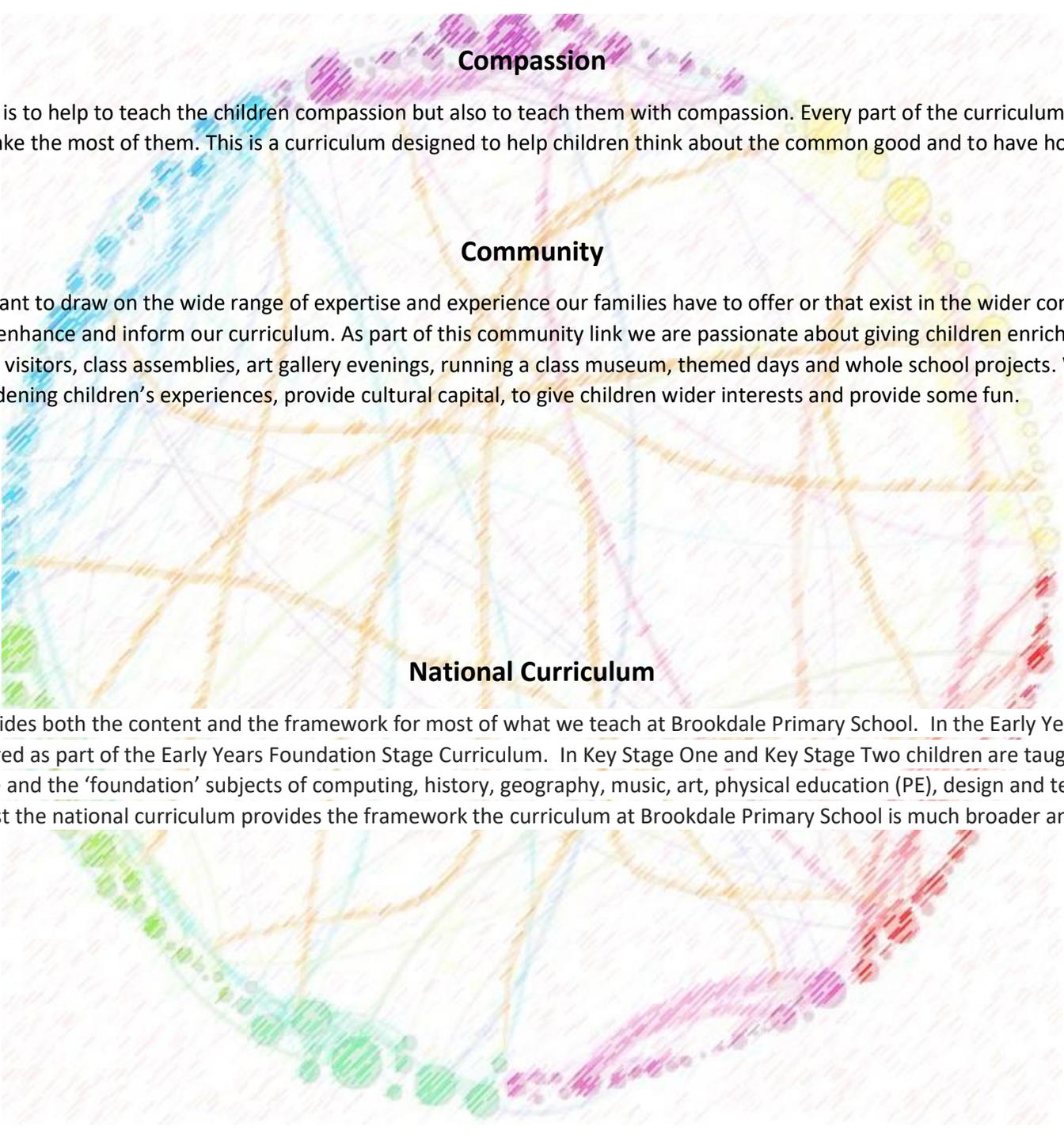
This is the 'how' (pedagogy) we get children to engage with and understand the knowledge we are teaching them. We will use drama, role play, pictures and pose dilemmas in their learning to ensure that they are able to engage with and be curious about the content that they are learning. Curious humans are compelled to learn! Once children have mastered content they will learn how to apply knowledge, debate, consider and adapt their viewpoints. This will be shown in the various creative pieces of work they produce across the subjects.

### Coherence

The curriculum is designed to create as many connections as possible across the child's time at Brookdale Primary School. The connections are made through golden threads. Golden threads are concepts that run through the curriculum. The curriculum is built to leave children with a sophisticated understanding of these concepts, by revisiting them in different contexts across a range of subjects. References to previously studied content is explicit and allows previous learning to be built upon.

The golden threads running through the curriculum are –

<b>Democracy</b>	<b>Exploration</b>	<b>Belief</b>
<b>Justice</b>	<b>Innovation</b>	<b>Civilisation</b>
<b>Freedom</b>	<b>Sustainability</b>	<b>Community</b>
<b>Diversity</b>	<b>Adaptation</b>	<b>Family</b>



## Compassion

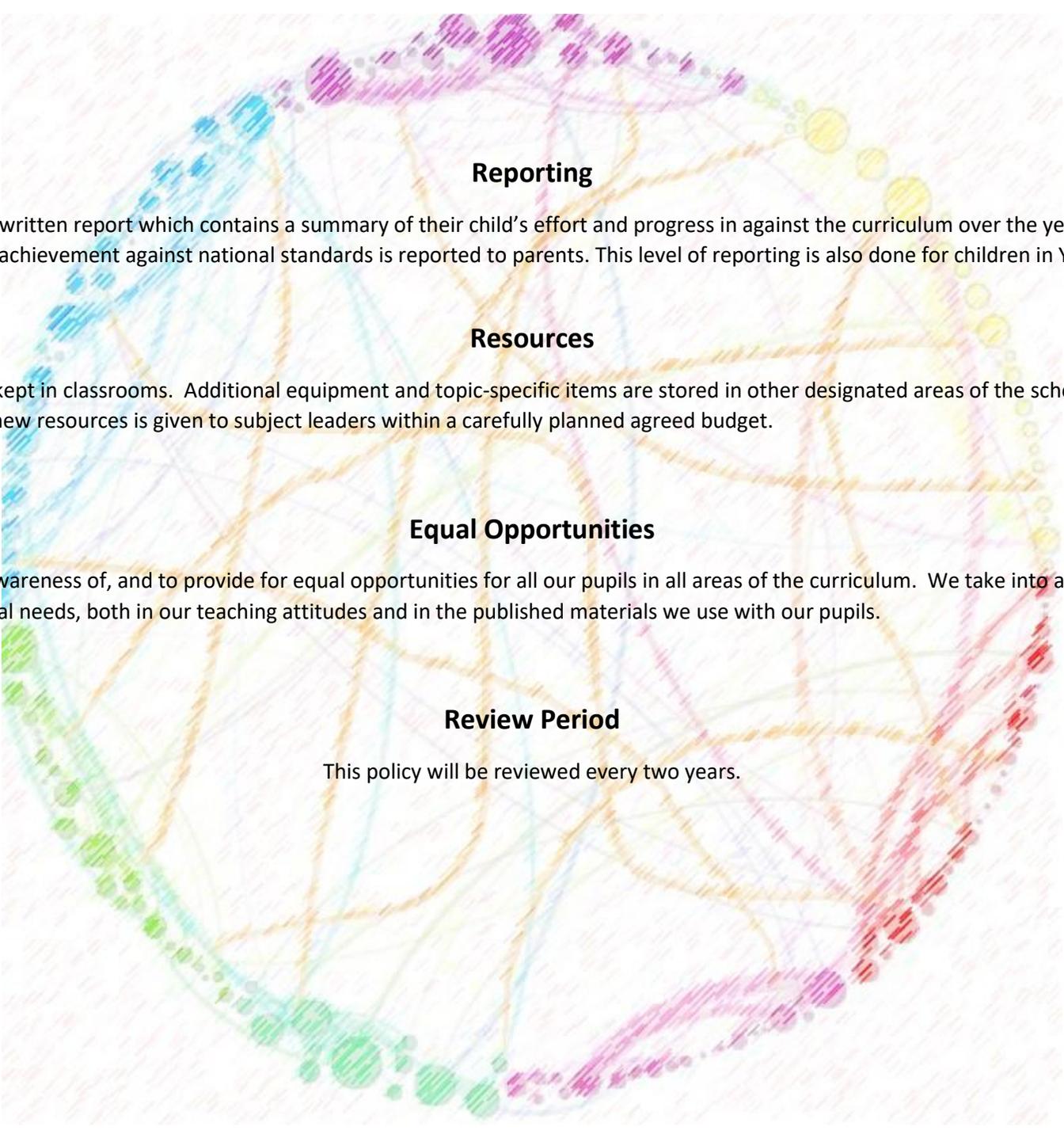
Our curriculum pledge to you is to help to teach the children compassion but also to teach them with compassion. Every part of the curriculum has the capacity to develop these skills and we plan to make the most of them. This is a curriculum designed to help children think about the common good and to have hope in the future.

## Community

Through the curriculum we want to draw on the wide range of expertise and experience our families have to offer or that exist in the wider community. We consider what is in our community that can enhance and inform our curriculum. As part of this community link we are passionate about giving children enrichment experiences. These experiences can include trips, visitors, class assemblies, art gallery evenings, running a class museum, themed days and whole school projects. We see these enrichment opportunities as vital to broadening children's experiences, provide cultural capital, to give children wider interests and provide some fun.

## National Curriculum

The National Curriculum provides both the content and the framework for most of what we teach at Brookdale Primary School. In the Early Years, children experience the seven areas of learning required as part of the Early Years Foundation Stage Curriculum. In Key Stage One and Key Stage Two children are taught the 'core' subjects of English, mathematics, science and the 'foundation' subjects of computing, history, geography, music, art, physical education (PE), design and technology (DT), and modern foreign language (MFL). Whilst the national curriculum provides the framework the curriculum at Brookdale Primary School is much broader and tailed to the needs and context of the children.



## Reporting

All parents receive an annual written report which contains a summary of their child's effort and progress in against the curriculum over the year. At the end of EYFS, KS1 and KS2, each pupil's level of achievement against national standards is reported to parents. This level of reporting is also done for children in Year 1 who sat the phonics screening check.

## Resources

Everyday basic equipment is kept in classrooms. Additional equipment and topic-specific items are stored in other designated areas of the school. Responsibility for replenishing and purchasing new resources is given to subject leaders within a carefully planned agreed budget.

## Equal Opportunities

As a school we maintain an awareness of, and to provide for equal opportunities for all our pupils in all areas of the curriculum. We take into account cultural background, gender and special educational needs, both in our teaching attitudes and in the published materials we use with our pupils.

## Review Period

This policy will be reviewed every two years.