



## The Curriculum at Bramhope Primary School

We believe in providing a knowledge-rich curriculum that provides opportunities for children to remember and develop key subject knowledge as they journey through primary school.

Our curriculum planning begins with the requirements of the national curriculum but is also informed by our school motto ***Belong; Be your best; Be Bramhope.*** (Click [here](#) for more details).

We have a strong commitment to a broad range of foundation subjects including art, Spanish and P.E. These subjects are taught by specialists.

How we teach the curriculum is detailed in our Teaching and Learning Policy which can be found [here](#).

### The rationale for our curriculum planning

**Subject leaders at Bramhope make decisions about their curriculum based on current research and good practice.**

Decisions on coverage begin with national curriculum requirements for knowledge, skills and understanding. For R.E. we also use the Local Agreed Syllabus.

**Knowledge** develops gradually, by *elaborating* what already exists in pupils' minds, one piece at a time. Although the national curriculum specifies knowledge that the children need to acquire, we plan sequences in detail so that there is a coherent, consistent accumulation of the knowledge that a child needs to flourish in the future.

***“A collection of learning materials is no more a curriculum than a pile of bricks is a house. What our students need are carefully organised, sequential, structured introductions to school subjects” (Dylan Wiliam)***

**Skills** are founded on the teaching of knowledge. Pupils are unable to develop a fluent skill within any subject without securing the knowledge of its component parts. Pupils then need sufficient opportunity to practice a skill until it becomes fluent.

***“A rich web of knowledge is what provides the capacity for pupils to learn even more and develop their understanding. This does not preclude the importance of skill. Knowledge and skill are intrinsically linked: skill is a performance built on what a person knows.” (Amanda Spielman)***

**Understanding** is developed over time, through a growing awareness of concepts. These provide an overarching structure for children's learning.



***“Concepts are ‘holding baskets’ for facts. They help to make sense of multiple pieces of information, and this makes them efficient. Concepts are largely, but not exclusively expressions of important ideas within an academic discipline. Our pupils are entitled to know them and to use them. Concepts enable connections to be made across a disparate range of facts; they reside in the long-term memory and can be called on to make sense of new information. Concepts provide the intellectual architecture onto which new knowledge and insights can be pinned” (Mary Myatt)***

### **How we plan knowledge-based lessons**

When planning and teaching a unit of work or an individual lesson, all staff can articulate the following:

1. The most significant knowledge that all pupils should learn and remember from this unit or lesson.
2. What knowledge this unit or lesson builds on.
3. How and when this knowledge will be tested and revisited.
4. What prior experiences this unit or lesson builds on.
5. What is the key vocabulary that all pupils should understand, use, and remember from this unit or lesson?
6. How and when this key vocabulary will be tested and revisited.
7. The key text which underpins this unit or lesson
8. The relevance to our local community or global community

### **Our teacher’s subject knowledge**

Research suggests that the better you understand your subject, the easier it becomes to choose which content matters most and the sequence in which it needs to be taught.

As well as knowing the subject content well, our staff are aware that they need to know pedagogical knowledge -how best to teach the content. They also know the common misconceptions and how best to prevent and address them. This is done by modelling (explaining and using worked examples), questioning, differentiation, and scaffolding. We place a particular emphasis on questioning as it supports our school vision of ‘Be Bramhope’-helping children develop informed opinions



### **How our curriculum is designed to help pupils retain knowledge**

It is vital that pupils are given adequate time for guided and independent practice. Our staff recognise that if pupils are to commit new information to their long-term memory, they must be given many opportunities to retrieve it, within different contexts and over various time periods.

If pupils are not given daily opportunities to retrieve new information, it will be forgotten. Our working memory only provides a temporary storage solution. Although we can train our working memory, it has a flexible but finite capacity. Once pupils can easily retrieve information from their long-term memory, they have usually mastered it.

**Because all pupils need daily opportunities to retrieve information, every lesson at Bramhope starts the same way:**

- A teacher-led review which puts the lesson's learning in context with previous learning and learning which is to follow.
- A follow-up, knowledge-based retrieval activity before the teacher introduces any new learning.

**In addition to these daily opportunities, teachers plan spaced practice.** Spacing practice supports long-term retention due to the intrinsic difficulty created by recalling information from the long-term memory. Staff use standardised resources and phrases such as 'recall slides' and 'Do you remember?'

### **How we monitor progress**

We track progress through teacher judgement, supplemented by frequent informal testing and occasional formal tests. ***"By progress, we mean pupils knowing more and remembering more. Has a child really gained the knowledge to understand the key concepts and ideas?" (OFSTED)***

### **How we monitor the development of the curriculum**

Every member of staff leads a curriculum subject. They oversee the curriculum content for the whole school and plan the sequence of learning. In addition, they monitor the teaching and learning in all year groups and develop annual plans for the development of their subject.



### **How we plan a unit of learning**

1. Every unit reflects our school's vision and is designed to meet the needs of the children in our school community.
2. We are clear about our rationale for the inclusion of the content of our curriculum: this rationale is understood by all those involved in the teaching of the content.
3. The sequence of learning is considered carefully so that, by keeping up with the expectations of the curriculum, children will be making progress.
4. The curriculum is designed around key concepts and knowledge chosen by our school. New knowledge and skills build on what has been taught before.
5. Key knowledge and concepts are revisited in new contexts. Links between subjects are also sought so that children build a web of interconnected knowledge
6. Subject leaders have the knowledge needed to lead the subject for which they are responsible.
7. Subject leaders support teachers to address gaps in their subject knowledge
8. Teachers plan their lessons to help pupils embed key concepts in their long-term memory and apply them fluently.
9. Assessment is used to help pupils embed and use knowledge fluently, develop their understanding, and not simply memorise disconnected facts.
10. The full curriculum offer includes more than that which can be measured – for example SMSC.