

Brookfields Primary Curriculum Principles

Our curriculum incorporates carefully selected knowledge and skills which is brought to life in a way that is meaningful and exciting for pupils; promoting a life-long love of learning. It also provides the cultural capital that they will need to be successful in learning as well as in their future lives.

Coherent and Well Sequenced	Vocabulary Rich	Carefully Selected Knowledge	Deliberately Ambitious	Inclusive	Enriching
<p>The curriculum has been organised using a spiral approach revisiting knowledge in a way that builds depth of knowledge and understanding.</p> <p>The whole school curriculum is designed to help pupils learn</p>	<p>Key, ambitious vocabulary is mapped out across every subject.</p> <p>Vocabulary is taught explicitly as well as through incidental opportunities</p> <p>Vocabulary is shared every lesson and displayed in the classroom, cross curricular links and opportunities to use</p>	<p>Our progressive curriculum has carefully selected knowledge which ensures that there is a 'minimum guarantee' for all pupils. Lesson content is not dependent on teachers interests or experiences.</p> <p>There is an expectation that all of the knowledge mapped out on a medium-term plan is delivered as a</p>	<p>Our culture of 'no opt out' ensures that children have high expectations of their own learning.</p> <p>Teachers encourage pupils to engage with challenging academic content, scaffolding where appropriate.</p> <p>Concrete examples are used to support abstract learning that is</p>	<p>To support learning, teachers use a range of strategies including; Recap of the previous lessons to build on prior learning, breaking down learning into components, chunking instruction allowing pupils to master one component at a time.</p> <p>Only children with more complex cognitive difficulties</p>	<p>We place a strong emphasis on providing our pupils with rich experiences – trips to Cadbury world, the Farm and Kingswood activity centre as examples - to expand horizons and expand life experience.</p>

<p>more and remember more.</p> <p>Lessons follow a clear sequence allowing opportunities for deliberate practise and memory recall. We encourage pupils to make connections across subjects, content, time and place.</p>	<p>these words are promoted.</p>	<p>minimum requirement. Depending on the subject and topic, pupils will learn substantive, disciplinary and procedural knowledge.</p>	<p>not superficial in implementation.</p> <p>Dual coding, chunking and teachers' knowledge of cognition is carefully planned to build capacity in working memory.</p>	<p>who need access to an adapted curriculum and content do so, in consultation with the SENCO and external specialists and advisors.</p>	
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Knowledge at the heart of the curriculum (Dylan William)

"The big mistake we have made...is to assume that if we want students to be able to **think**, then our curriculum should give our students **lots of practice in thinking.**

This is a mistake, because what our students need is **more to think with**. The main purpose of curriculum is to build up the content of long-term memory so that when students are asked to think, they are able to think in more powerful ways because what is in their long-term memories makes their short-term memories more powerful.

That is why curriculum matters."