



# Bramcote C of E Curriculum Vision

At Bramcote C of E Primary School, our vision is to provide a rich, inspiring and knowledge-centred curriculum that enables every child to flourish and “live life in all its fullness” (John 10:10). Rooted in our Christian ethos and lived out through our school values—cooperation, creativity, honesty, kindness, perseverance, respect and responsibility—our curriculum nurtures the whole child and empowers pupils to become confident, compassionate and active citizens of today and tomorrow.

We aim for every child to grow as a unique and wonderfully made individual, developing the knowledge, skills, character and wisdom needed to thrive in modern Britain and to contribute positively to their community and the wider world.

Our curriculum is shaped by three key drivers:

## 1. Spirituality

We help pupils understand their identity, value their own beliefs and appreciate those of others. Through questioning, reflection and exploration of meaning, children learn self-awareness, inner resilience and an appreciation of the diversity of human experience.

## 2. Initiative

Children are taught to think independently, persevere when challenged, solve problems creatively and take responsibility for their learning. They develop courage, confidence and the determination to improve and succeed.

## 3. Community

Children learn their place within local, national and global communities. Through acts of service, partnerships and courageous advocacy, pupils understand what it means to belong, contribute and make a difference in the lives of others.

These drivers underpin every subject, ensuring that our curriculum equips pupils with the knowledge and life skills necessary to be thoughtful, well-informed and responsible citizens.



# Curriculum Intent

Our curriculum is designed to be knowledge rich, creatively delivered and ambitious for all.

## Build Deep and Connected Knowledge

We provide carefully sequenced teaching that helps pupils build their understanding over time. Knowledge is taught explicitly and revisited regularly so it becomes “sticky knowledge”—knowledge that stays in long-term memory and can be recalled, applied and connected across subjects.

We teach both:

- Substantive knowledge – the key facts, concepts and content that pupils need to know
- Disciplinary knowledge – the skills of *thinking like a historian, scientist, geographer, writer or mathematician*, so pupils understand how knowledge in each subject is developed, questioned and applied

## Develop Essential Life Skills and Citizenship

Our curriculum prepares children for life in modern Britain by nurturing key competencies such as:

- Critical thinking, reasoning and problem-solving
- Creativity, imagination and innovation
- Perseverance, initiative and independence
- Leadership, teamwork and collaboration
- Responsible, ethical and safe use of technology
- Effective research skills
- Respect for diversity, fairness and responsibility
- Oracy: understanding how to express themselves and listen to others

These skills are woven through all curriculum areas and linked to real-life contexts whenever possible.

## Provide Purposeful, Creative and Inclusive Learning

Learning is designed to capture children’s natural curiosity and enthusiasm. Whenever possible, pupils learn through real-life experiences, outdoor learning, problem-based tasks and practical exploration. Children are presented with:

- Clear learning outcomes
- Opportunities to make choices
- A variety of ways to show their understanding
- A rich, well-resourced environment that encourages responsibility and independence



## Celebrate Our Values Through Everyday Learning

Cooperation, creativity, honesty, kindness, perseverance, respect and responsibility are intentionally woven into teaching and celebrated in daily school life. Through these values, children learn to act wisely, live well with others and pursue excellence together.

### Prioritise High-Quality Texts and Oracy

We use inspirational texts by a diverse range of authors to spark curiosity, deepen understanding and challenge thinking across the curriculum. Because communication is central to learning and participation in society, we explicitly teach oracy—helping pupils become confident speakers, active listeners and clear communicators.

# Curriculum Implementation

Our implementation ensures consistency, clarity and high-quality teaching across the school so that all pupils receive the same ambitious offer.

## Consistent Lesson Structure

All lessons include:

1. Quick Retrieval / Flashback Review  
We begin by revisiting prior learning to strengthen memory and make new learning easier to understand.
2. Explicit Vocabulary Teaching  
New vocabulary is introduced, explained, revisited and applied.
3. Clear Teaching Points  
Teachers model, explain and demonstrate learning using high-quality examples (WAGOLLs), live modelling, worked examples and shared exploration.
4. Guided and Independent Practice  
Pupils apply their knowledge through tasks designed to deepen understanding, practise skills and extend thinking. Tasks are scaffolded and so all children can succeed.
5. Reflection and Checking for Understanding  
Teachers use questioning and assessment to check understanding and address misconceptions.



## A Connected and Coherent Curriculum

Where meaningful, learning is taught through thematic units that link subjects and deepen understanding. However, some subjects and lessons are taught discretely to maintain subject integrity and ensure national curriculum coverage without forcing artificial links.

## A Rich, Well-Resourced Environment

Classrooms and shared spaces are designed to promote independence, curiosity and creativity. Resources, displays and learning tools support knowledge retention and subject-specific thinking.

## Pupil Voice and Ownership

Pupils contribute ideas, lead learning experiences where appropriate, and help shape aspects of the curriculum, fostering a sense of responsibility and pride.

## Community Partnerships

We draw on resources and expertise from local organisations, places of worship, the arts, industry and the wider community to enrich learning.

# Curriculum Impact

## Why we do it (the research)

Our curriculum is grounded in findings from cognitive science, which help us understand how children learn most effectively. Researchers such as Daniel Willingham highlight that our working memory can only hold a small amount of new information at once, so learning is most successful when key knowledge is stored securely in long-term memory. Retrieval practice—regularly recalling what has been learned—strengthens these memory traces, making knowledge more durable and freeing up working memory for higher-order thinking such as reasoning, analysing and problem-solving. This is why (as an example) it is so important to learn times tables by heart, as it frees up your working memory to focus on more complex calculations and problem solving.

New learning becomes meaningful when it connects to what children already know, forming organised networks of understanding known as schemas. Rich prior knowledge makes it easier to make links, understand new content and apply skills purposefully. Skills cannot develop in isolation from knowledge: children cannot evaluate, create or think critically without a strong foundation to draw upon. For this reason, our curriculum is deliberately sequenced and coherent, ensuring knowledge builds logically over time and is revisited in different contexts. This approach enables pupils not only to remember more, but to use



what they know with growing confidence, independence and creativity, preparing them to flourish both in school and in the wider world.

### How do we know our curriculum is successful?

We know our curriculum is successful when children:

- Remember, recall and apply knowledge confidently in different contexts
- Show deep understanding, curiosity and the ability to ask thoughtful questions
- Communicate effectively using spoken and written language
- Demonstrate our school values through their actions, choices and relationships
- Develop into resilient, independent and reflective learners
- Use subject-specific skills such as scientific enquiry, historical interpretation and geographical investigation with increasing confidence
- Read widely, think critically and express themselves creatively
- Are digitally literate and equipped to navigate technology responsibly and safely
- Show empathy, courage, fairness and responsibility as active citizens
- Are prepared for the next stage of their education and for life in modern Britain