



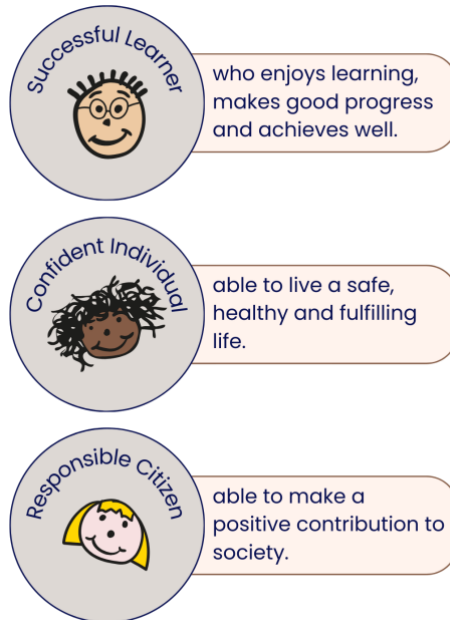
Bowes Curriculum

Curriculum Intent Statement

We provide pupils with an engaging and empowering curriculum that equips them for today and tomorrow, building on their natural curiosity and thirst for new experiences and knowledge.

We view the curriculum as encompassing every planned and unplanned experience and interaction that pupils encounter in our school. It shapes all aspects of our practice and culture, from academic content to the personal development of characteristics and virtues.

Our curriculum aims to improve the life chances of all children by ensuring each child becomes a:



Our high academic ambition for **all** pupils, including those with Special Educational Needs and Disabilities (SEND) is delivered through a broad, carefully planned, and sequenced curriculum. This ensures new knowledge and skills builds on prior learning and leads towards clearly defined end points.

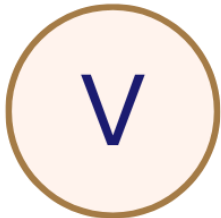
Our curriculum extends beyond academics to support pupils' personal development. This is achieved through our Bowes values and the development of character, personal, social, and health education, as well as spiritual and cultural awareness. We are committed to fostering understanding and empathy for local, national, and international issues. Our strong emphasis on pupil voice encourages independent and engaged learners. This is facilitated through lessons, the Bowes Parliament, and the development of young leadership skills.

We prioritise teaching oracy in our primary curriculum, as it underpins literacy, enhances cognitive development, and fosters social skills, opening doors to all areas of learning. Our focus on oracy supports academic achievement, builds confidence, and prepares our pupils for future success. By developing strong speaking and listening abilities, we equip our pupils to express their thoughts, engage fully in their education, and interact effectively, laying a solid foundation for lifelong learning and adaptability.

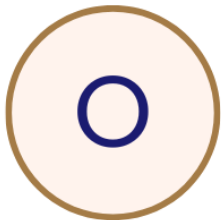
Both in and outside the classroom, our curriculum is designed to instil cultural capital – the 'best' knowledge, skills, and understandings that humanity has to offer. We aim to foster an appreciation for human creativity and achievement, and we ensure all pupils have access to diverse cultural experiences.

Curriculum Drivers

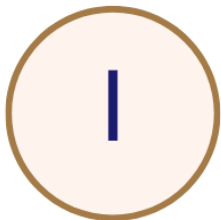
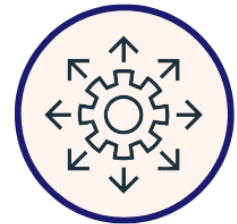
Our curriculum intentions are encapsulated in our **drivers** – [VOICE](#). These drivers shape our curriculum breadth and are derived from an exploration of our pupils' backgrounds, our beliefs about high-quality education, and our values. They guide us in providing appropriate and ambitious curriculum opportunities for all pupils.



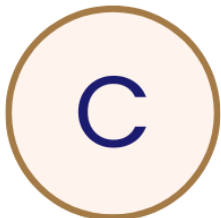
VALUES



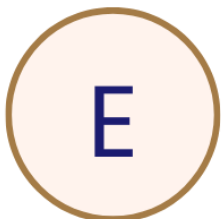
OPPORTUNITY



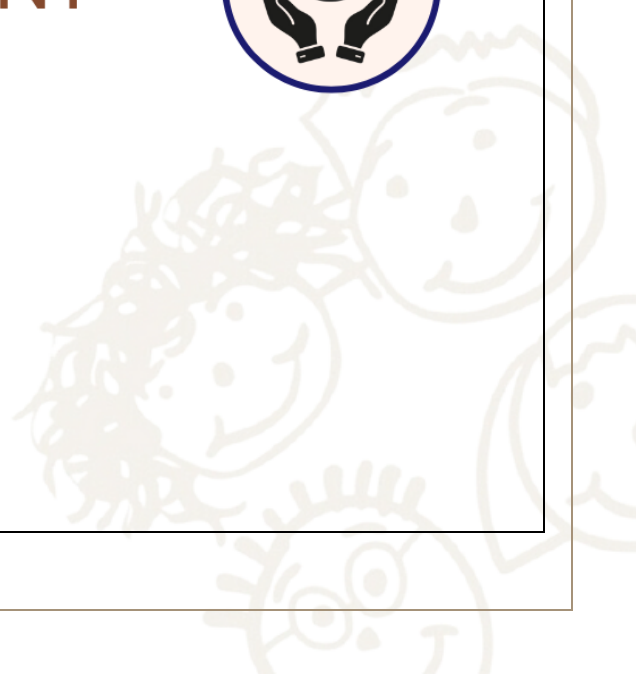
INCLUSION

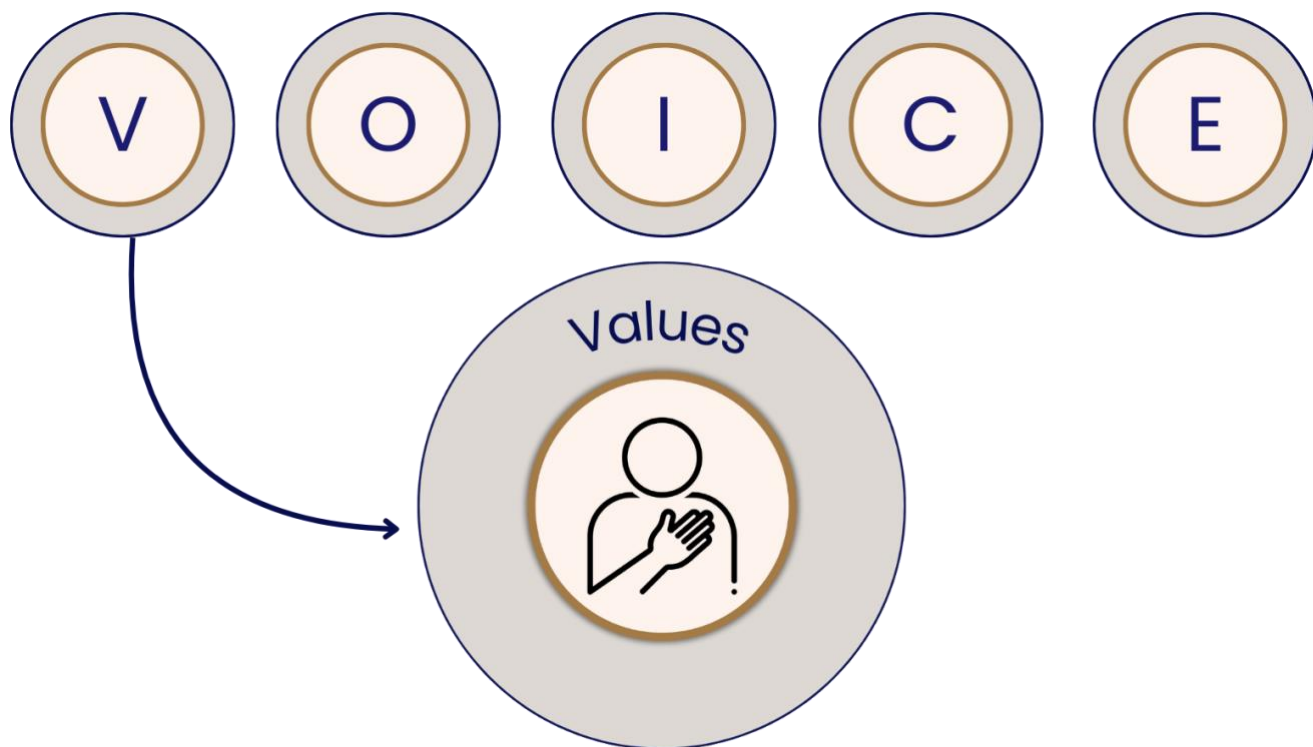


COMMUNITY

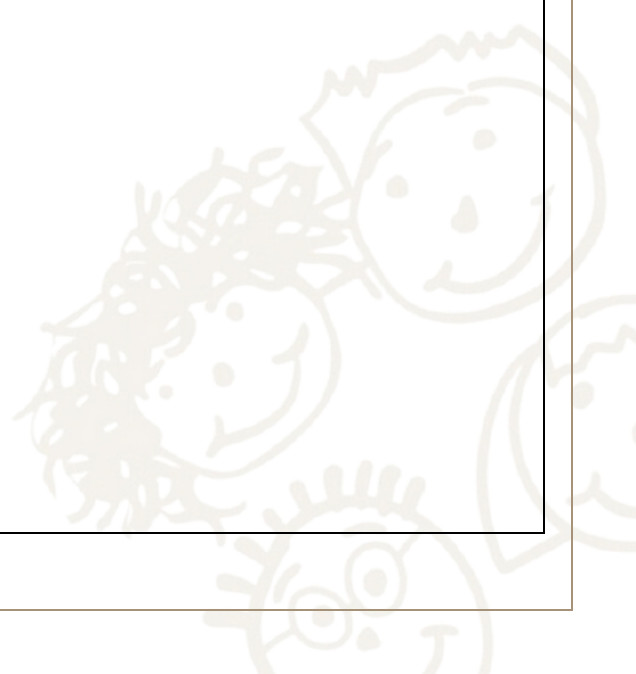


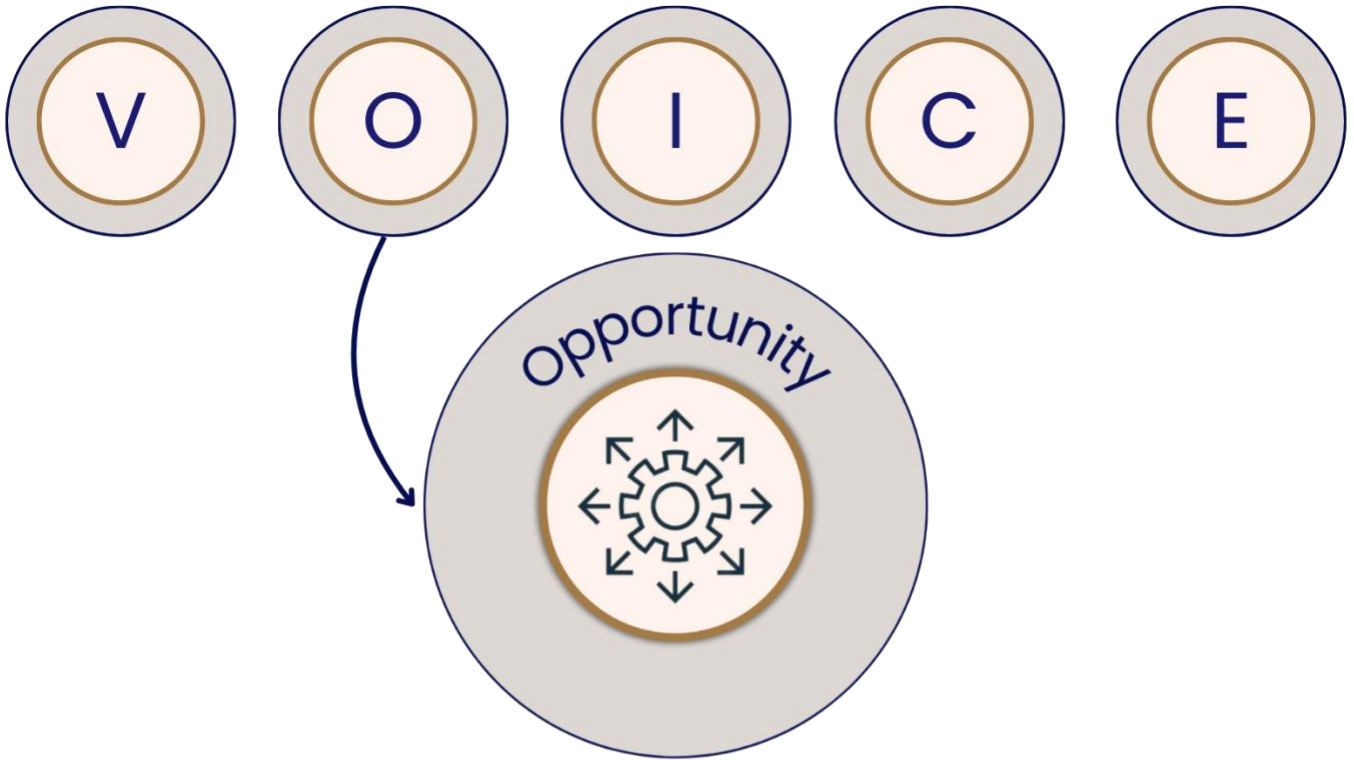
ENVIRONMENT



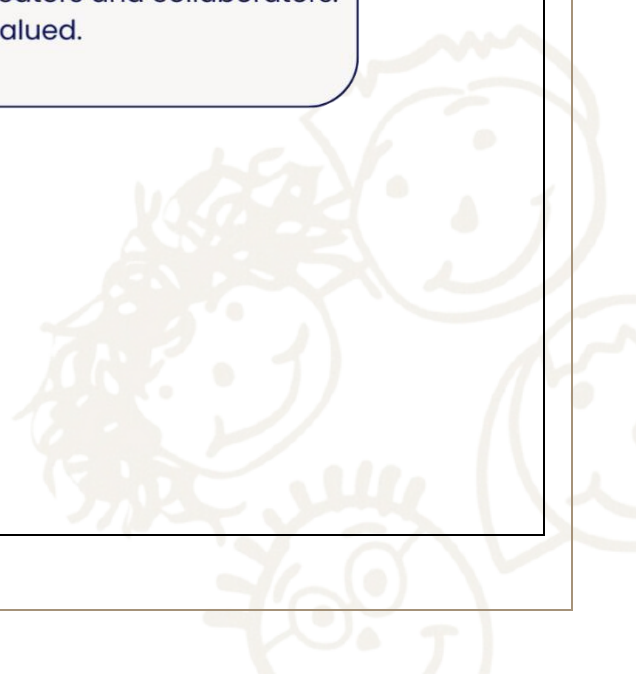


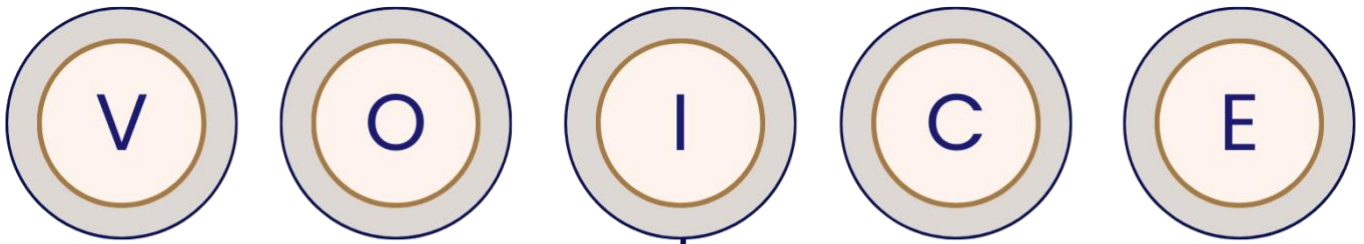
Our Bowes values of **Respect, Responsibility, and Resilience** are known by the whole school community and regularly referred to during school life. We want all pupils to foster life-long behaviours that will allow them to be successful at each stage of their education and beyond. Staff act as positive role models and embed the Bowes values through the curriculum and daily school life. Bowes is a very inclusive and nurturing school where we strive for pupils to be independent, motivated and confident individuals. Physical and mental well-being is paramount to ensure pupils are also healthy and happy. Our curriculum choices have been carefully chosen to develop pupil's understanding of diversity and the world in which they live.



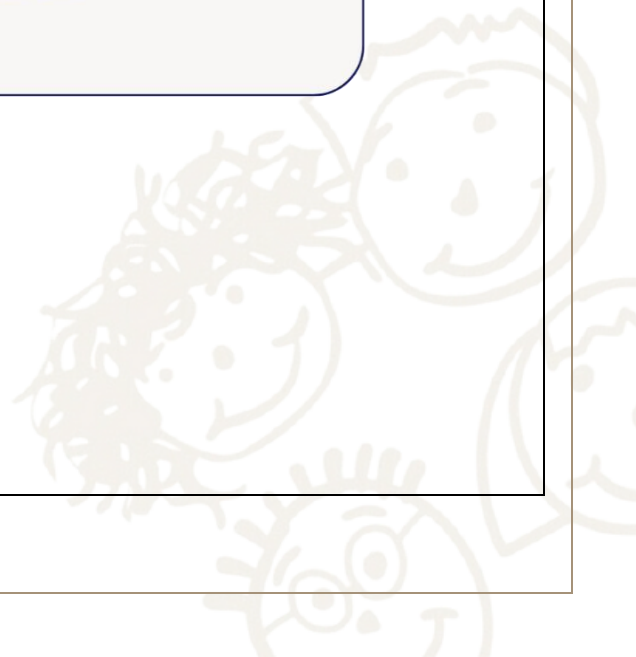


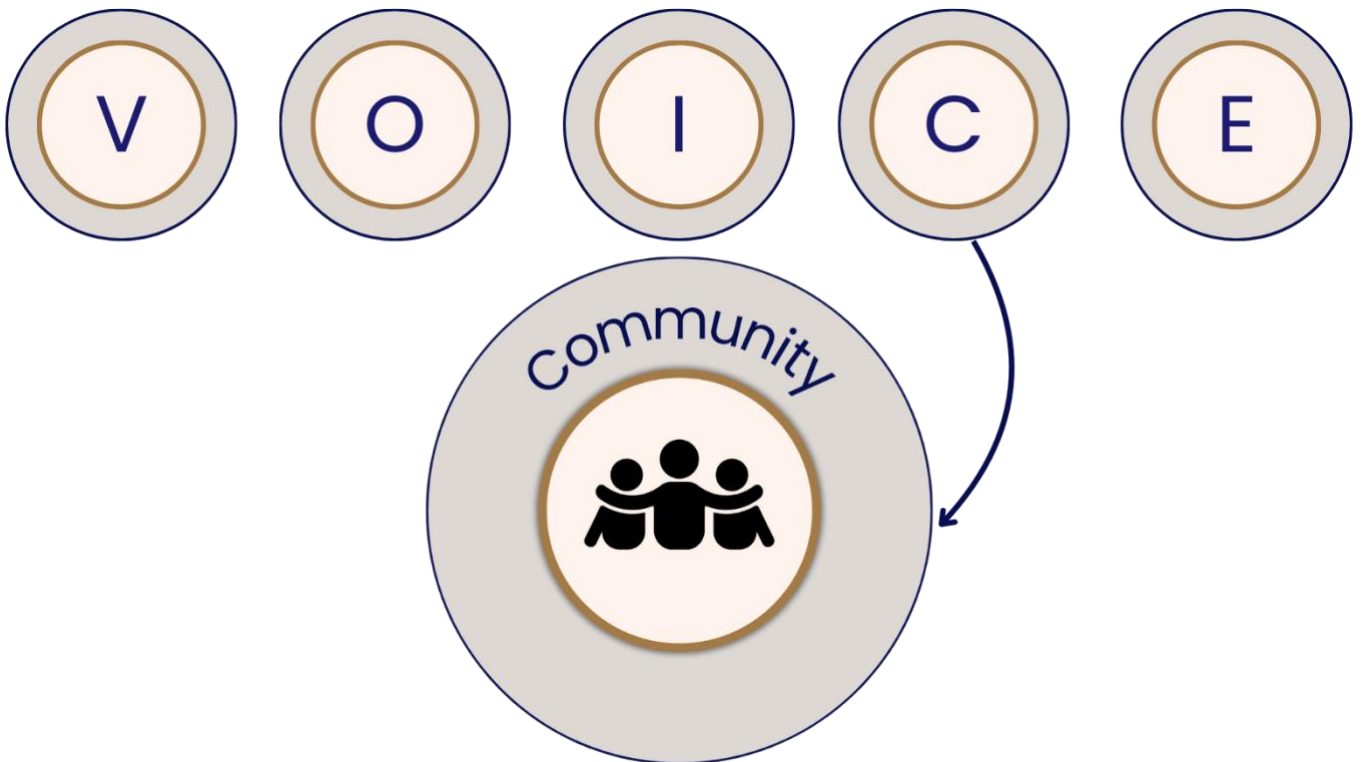
We are committed to offering all of our pupils the very best of experiences throughout their time at Bowes. We like our pupils to engage and express their ideas in a range of creative forms. Our curriculum enables this, as we provide them with the opportunities to be imaginative and to use experiences and observations to make connections in their learning. Pupils thrive by advancing their knowledge and understanding through a wide range of creative, physical and expressive activities, nurturing their skills and talents while broadening their horizons and enriching their experiences of life. Developing a range of speaking and listening skills, behaviours and language; our pupils become effective communicators and collaborators. Their voice is both heard and valued.



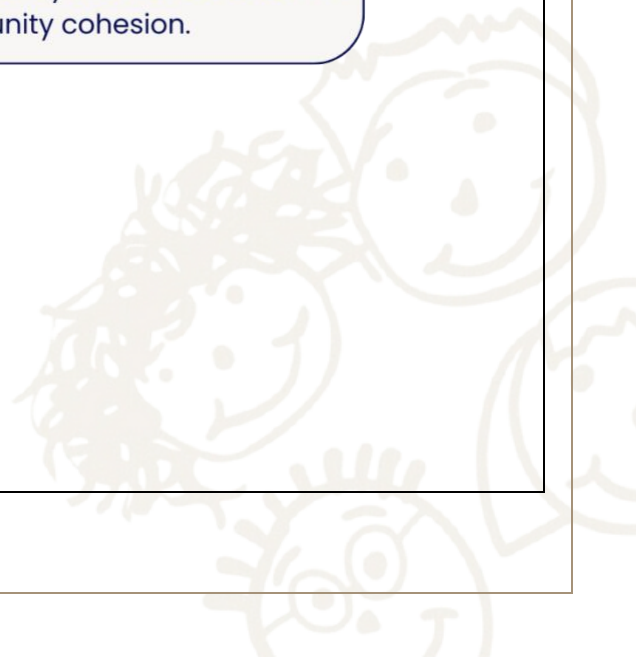


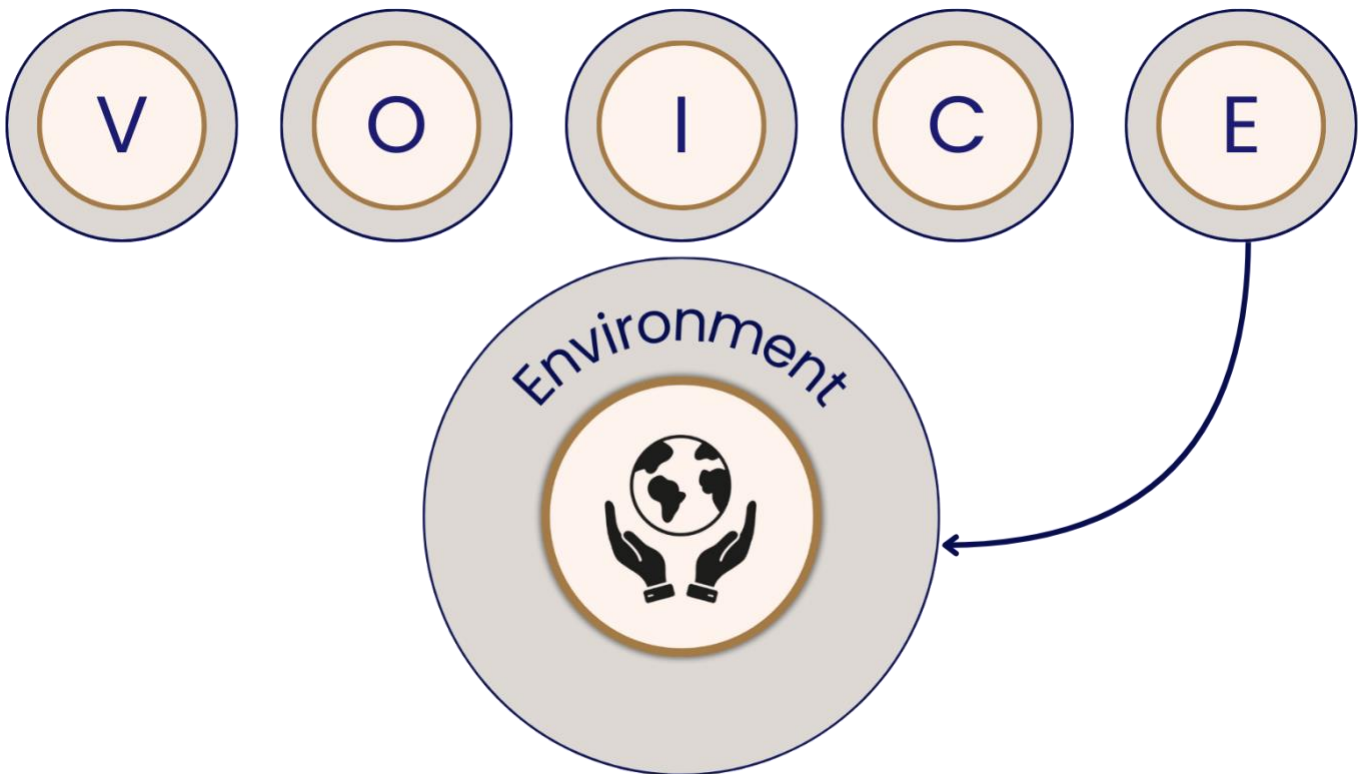
We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils, making equality of opportunity a reality for pupils. We make this a reality through the attention that we pay to the different groups of pupils within our school: girls and boys; disadvantaged pupils; minority ethnic and faith groups; pupils who need support to learn English as an additional language; pupils with special educational needs; pupils with disabilities or medical needs; gifted and talented pupils; pupils who are at risk of disaffection or exclusion; travellers; asylum seekers.



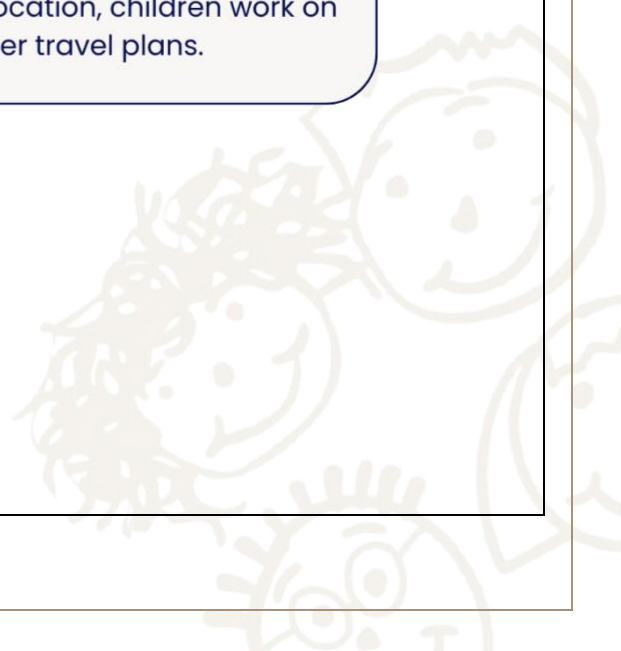


We actively encourage our pupils to establish a sense of themselves within their local/wider community by developing the emotional understanding necessary in order to experience positive relationships and a respect of themselves and each other. Throughout our curriculum, we aim to promote an understanding of our local community and this is frequently used to inspire pupils by drawing upon the rich resources in London. Local history is valued and studied, along with other religious, cultural, geographical and business links. We explore how our school community, local community and wider community are important to us. We value the contributions that they make to our lives and our lives to theirs. We believe in the power of the parent/family participation and the wider school community to change and enhance lives. Events and initiatives organised by the Friends of Bowes PTA contribute to this sense of community cohesion.

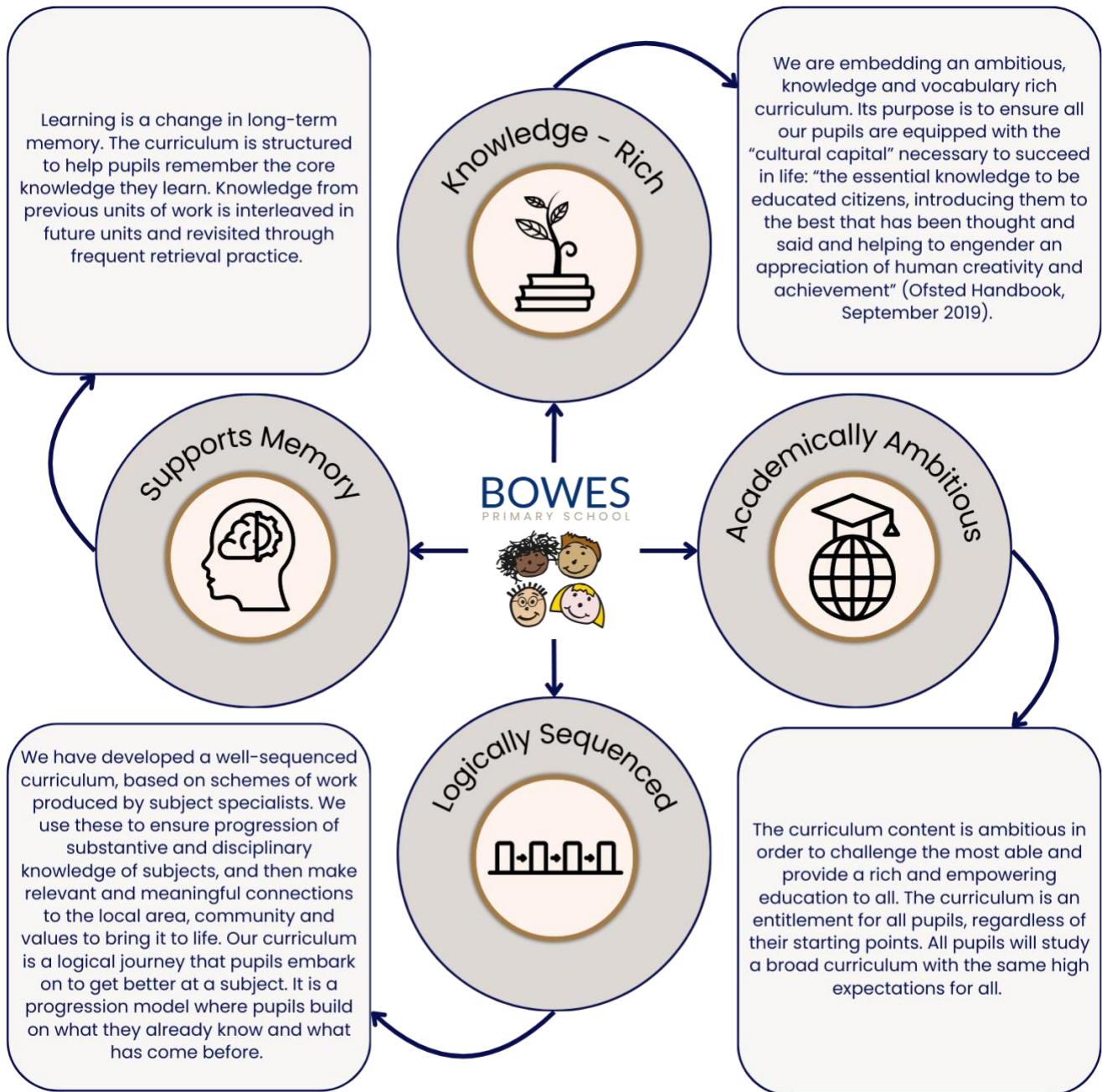




We actively encourage our children to develop an awareness of their own impact and the impact of others, on the environment. We give all children the opportunity to learn about and take an active part in promoting sustainability, not only within the school community but beyond. Our Environment Week gives each year group an area to focus on, examining key issues on a local and global level. Children are encouraged to use their voices to campaign and challenge systems through membership of the Bowes Parliament, Rights Respecting Schools, Young Leaders and contact with local council MPs. Embedded through curriculum planning; children work on a variety of projects to reduce food waste, encourage recycling and cut single use plastic. Due to the school's location, children work on projects to promote safer and healthier travel plans.



Four Basic Principles to the design of our curriculum



In Practice

We recognise and value each curriculum area and teach them discretely, ensuring that our pupils develop a deep understanding and love for the subject. Where appropriate, links between subjects are made to form "themes". These themes enable pupils to make meaningful connections, strengthen schema, support engagement and bring meaning to the curriculum. We call this thematic approach our "Learning Quest".

We specify exactly what we teach in each subject and communicate this with teachers and parents.

Our intended curriculum can be found in the following documents:

- Our whole school curriculum overview (outlines the units covered in each foundation subject across the year)
- Subject curriculum maps (details exactly what we cover in each subject)
- Our curriculum rationale/statement (sets out our approach to the curriculum)
- Unit rationales (for Maths, Science, Geography and History. The rationales outline the substantive knowledge, concepts and disciplinary knowledge taught in each unit, and how each unit fits in with the bigger curriculum picture)
- Knowledge goals and assessment goals set out in our planning documents for Science, Geography and History (Knowledge goals explain what we plan for all pupils to know by the end of each lesson, and the assessment shows what we expect pupils to commit to long-term memory by the end of the unit)
- Knowledge Organisers for Science, Geography and History outline some key knowledge and vocabulary that we want pupils to remember
- Beginning and End of Unit Quizzes for Science, Geography and History (used to assess and support learning).

Implementation

Our intended curriculum is translated over time in the classroom following a structured approach, so our pupils know more and remember more. In many instances, this now takes the form of a six-part lesson:



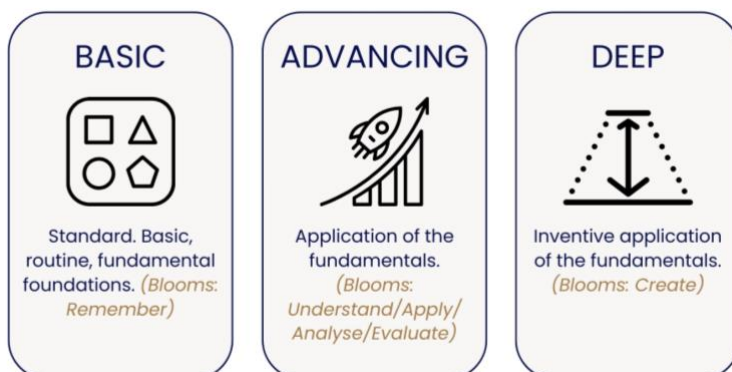
Lessons start with a prior learning review, where pupils are supported to retrieve prior knowledge and make connections. We have an emphasis on explicitly teaching vocabulary, and each lesson starts with introducing, orally rehearsing, and engaging with key vocabulary. Key vocabulary is contextualised throughout the lesson and pupils are given opportunities to apply new words. We ensure information is presented in small steps, clearly explained and modelled, and pupils have many opportunities to talk, answer questions, explain their learning and work independently.

Throughout lessons, teachers assess/monitor pupil responses and provide effective feedback. Future planning, with purposeful adaptations, is informed by assessment for learning. This is achieved through questioning, written and oral responses, multiple choice questions, using Knowledge Organisers and quizzes.

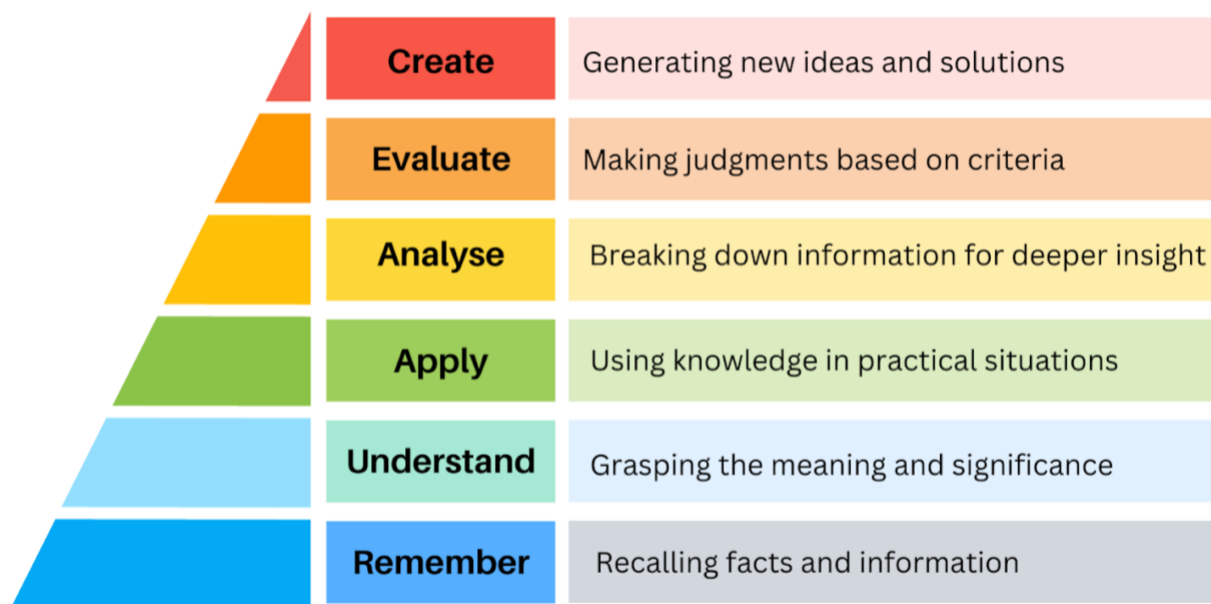
Consolidation and depth of learning:

Pupils consolidate their retrieval of key subject knowledge and deepen their understanding of it, through the application of their knowledge through subject skills and depth of learning. "I hear and I forget. I see and I remember. I do and I understand." In order to develop understanding, pupils connect new knowledge with existing knowledge, develop fluency and unconsciously apply their knowledge as skills.

To enable pupils to become creative thinkers and have a greater depth of understanding, they must first master the basics, which takes time. Therefore, within lessons pupils gradually progress in their semantic strength and procedural fluency through three cognitive domains: basic, advancing and deep.



Bloom's Taxonomy



As part of our progression model, we use a different [pedagogical style](#) in each of the cognitive domains of basic, advancing and deep. For example:

Basic: Providing: direct instruction.

Advancing: Providing opportunities for pupils to: explain, organise, compare, contrast etc.

Deep: Providing opportunities for pupils to: Investigate, explore, suggest, consider. develop, etc.

Continuous provision, in the form of daily routines, compliments the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content (e.g. telling the time, knowledge of the seasons, spelling, phonics, arithmetic, key vocabulary).

Teachers are provided with detailed documents for each unit, prepared by subject specialists, to support with subject knowledge and planning. This ensures every teacher has secure subject knowledge and reduces workload, enabling teachers to spend more time thinking about how each lesson can be effectively enacted in their classroom to support their class.

Our teaching and curriculum design is based on evidence from seven main principles from cognitive science, linked to the Rosenshine Principles of Instruction.

Impact

The curriculum is the progression model. If pupils are able to demonstrate they are able to know and remember more against our curriculum expectations they are making good progress and attaining expected standards.

During and/after lessons, pupils are assessed through informal assessment techniques: questioning, conferencing, reviewing written work against learning objective/success criteria, short retrieval activities.

At the end of units, pupils are assessed using multiple choice questions, high quality conversations, use of knowledge organisers/quizzes and pieces of extended writing assessed against our unit expectations.