Bowling Park Primary School

Learning Together, Achieving Together

The Curriculum

How do we achieve this?

Curriculum Design

Bowling Park is a safe, happy and ambitious school where our children become **successful learners**, **confident individuals** and **responsible citizens**.

We prepare and support our children for their future, in a supportive, healthy and safe environment. We want all our children to enjoy learning and to have the highest expectations of themselves. We are a school where we 'Learn Together and Achieve Together'.

Our school's vision is to prepare children for their futures lives in Bradford, Britain and the wider world. We work closely with our families to build children's expectations, hopes and ambitions. We want to give all children, regardless of their background, faith, gender, ability or ethnicity, the opportunity to be successful learners, to develop leadership and communication skills, be rounded individuals and build character.

Successful Learners

Confident Individuals

Responsible Citizens

Successful Learners
Confident Individuals
Responsible Citizens
together achieving learning together

Confident Individuals

Our approach to building confidence and resilience begins in the Foundation Stage where children are encouraged to play and explore, to solve problems, to share and communicate. Visits and visitors to school begin in EYFS and are a key part of learning throughout a child's journey at Bowling Park.

"70 things to do at Bowling Park" is part of our personal development offer where children keep a record of their enrichment experiences. In key stage one, for example, everyone has the chance to visit a castle, to see a lion at Yorkshire Wildlife Park and to go to the seaside with friends.

Residential visits include Ilkley, Northumberland and the Lake District. In key stage two there are yet more opportunities to develop skills in sports, music, cooking, gardening, science and technology.

Children at Bowling Park are encouraged to think about their future lives, both as they move into secondary school, and into the wider world as adults. Our 'Aspirations Week' provides an opportunity for children to learn about the variety of jobs and careers available, and the skills and attributes they will need to be successful.

SCARF (Safe Caring Achievement Resilience Friendship) provides a framework for children's wellbeing and progress. We regularly hold assemblies and lessons based on our values, and they underpin our whole school ethos.

Successful Learners
Confident Individuals
Responsible Citizens
together achieving learning together

Successful Learners

Our school curriculum is carefully planned to make sure that children learn about a variety of exciting topics. These topics have been designed to provide excellent learning opportunities where children can develop key skills and knowledge, enjoy exciting, real-life experiences and make good progress in developing language, maths and literacy skills. We aim to make sure our children are ready to take on the world in the 21st century. Our children consistently use new technologies (Micro Bits, Chromebooks etc) to support their learning and learn a Modern Foreign Language.

Responsible Citizens

We encourage children to be caring and to take responsibility for making appropriate choices. Our children learn together and from each other. We take great pride in our school as a happy and harmonious community. The school council helps us to improve teaching and learning in our school. Our children regularly take part in fundraising activities for local and national charities and take part in community initiatives such as dropping off donations to local food banks. All children take part in a programme of assemblies, visits and activities which develop their knowledge and respect for different beliefs and cultures. This allows them to understand and value the community and world they live in.

Our curriculum golden threads:

Igniting our curiosity

Connecting our experiences

Empowering our learning

- Nurtures our interests, talents, individuality and independence
- Connects our ideas through conversation, questioning and challenge
- Gives us a sense of pride in what we are doing, learning & achieving
- Gives us the freedom to explore & investigate
- Inspires us to take risks, stay safe, make mistakes & solve problems
- Expands our learning beyond the classroom
- Guides our learning towards purposeful outcomes that are relevant to our lives

Curriculum Intent

At Bowling Park, we believe that:

Learning is a change to long term memory

- Broad, balanced and relevant curriculum
- Wide breadth of study
- Ambitious body of semantic and procedural knowledge

Curriculum Intent

Learning is a change to long term memory

Episodic	• Memory for specific events that you have experienced • Just happen-no effort
Procedural	• Like riding a bike and handwriting • Lots of practise and repetition
Semantic	• Knowledge learnt over many interactions • Takes effort

Curriculum Intent

What do we mean by critical content?

Knowledge

What do you want pupils to learn about a specific subject?

These are the facts that you directly teach about a specific subject.

e.g. google

Skills

What do we want pupils to do with the information we have taught them?

These are the skills that we should incorporate into daily teaching.

Creativity

How do pupils apply the information and knowledge they have learnt to a real life context?

These are experiences and opportunities we provide to enable pupils to express their learning.

Curriculum Intent

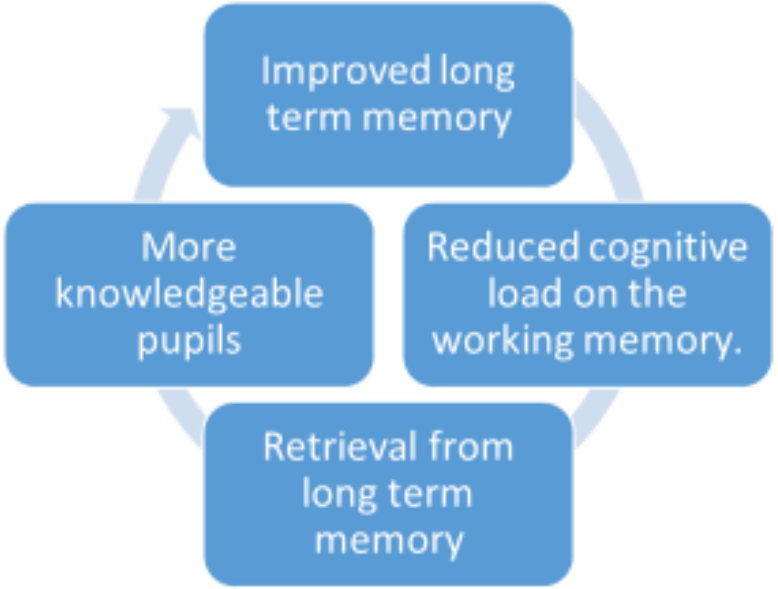
Knowledge connects the information.

Skills alone, are not enough.

E.g. Year 6 children were given the knowledge and opportunity to learn about and try artist David Hockney's techniques before visiting his work and discussing it in an art gallery.

Curriculum Intent

Why is the long term memory important?



Curriculum Intent

Curriculum Design → Cultural Capital → Curriculum Breadth

Subject Topics	• The specific aspects of subjects that are studied
Threshold Concepts	• Tie together subject topics into meaningful schema. • Ensures that the same concepts are explored in a wide breadth of topics through critical content statements.
End Points	• The procedural and semantic knowledge needed in order to understand the threshold concepts. • Progression mapping.
Knowledge Categories	• These are found within each subject and provide pupils with ways to express their knowledge of the threshold concepts.
Vocabulary	• Tier 1.2.3 vocabulary • Academic language linked to the threshold and knowledge categories

Curriculum Intent

How did we decide the breadth of our curriculum?

my Happy mind

Nell Bank

Department for Education

The national curriculum in England

Key stages 1 and 2 framework document

September 2013

Successful Learners
Confident Individuals
Responsible Citizens

Kapow Primary

coram Life Education
SCARF

Curriculum map
2024/2025

Autumn one					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
This is me	A walk on the wild side	The united kingdom	Empire	Anglo saxons	Deserts (Africa)
Autumn two					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Past and Present	Fire	Rocks and Relics	Romans	Vikings	Ancient civilisation 1 - Ancient Egyptians
Spring one					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Weather	Kings,	Prehistoric	Pole to	Our	The Jungle

COMMANDO JOE'S

Curriculum Intent

Cultural Capital

Culktural capital is 'the best that has been said, written and thought'
We want our children to experience this through their learning.

We believe that cultural capital is more than a new experience; it is about enriching the lives of all of our pupils.

Our curriculum provides pupils with a new perspective and a new way of thinking.

We want to provide our pupils with skills and knowledge they may not have without the influence of Bowling Park.

It is about understanding the artefacts and importance in the museum they visit.

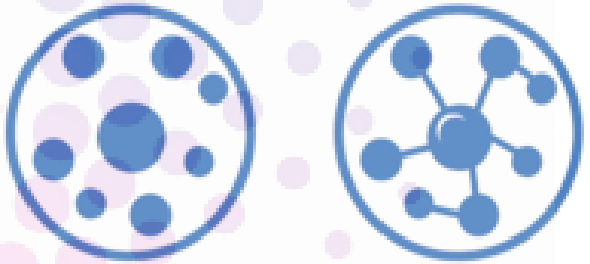
If we are able to close the knowledge gap, we will begin to also close the societal gap.

Curriculum Intent

How do we map our curriculum?

Topics
↓
Long term planning
↓
Medium term planning
↓
Short term planning
↓
Responsive feedback

Curriculum depth and breadth
↓
Knowledge
↓
Schema building
↓
Threshold concepts



Curriculum Intent

How do we ensure depth and breadth?

Threshold concepts

Enduring ideas in each subject that all relate to the same ideas.

Always return to the same concepts which develops the schema.

This links to a progression model which enables us to explore concepts over and over again.

The responsive teaching strategy enables teachers to return to prior knowledge, retrieve knowledge and assess knowledge.