

A globe of the Earth is the central focus, held gently by several hands of diverse skin tones. The hands are positioned around the globe, with fingers slightly curled as if supporting it. The background is a bright blue sky with soft white clouds at the top, and a vibrant green grassy field at the bottom. The overall composition conveys a sense of global unity and care for the planet.

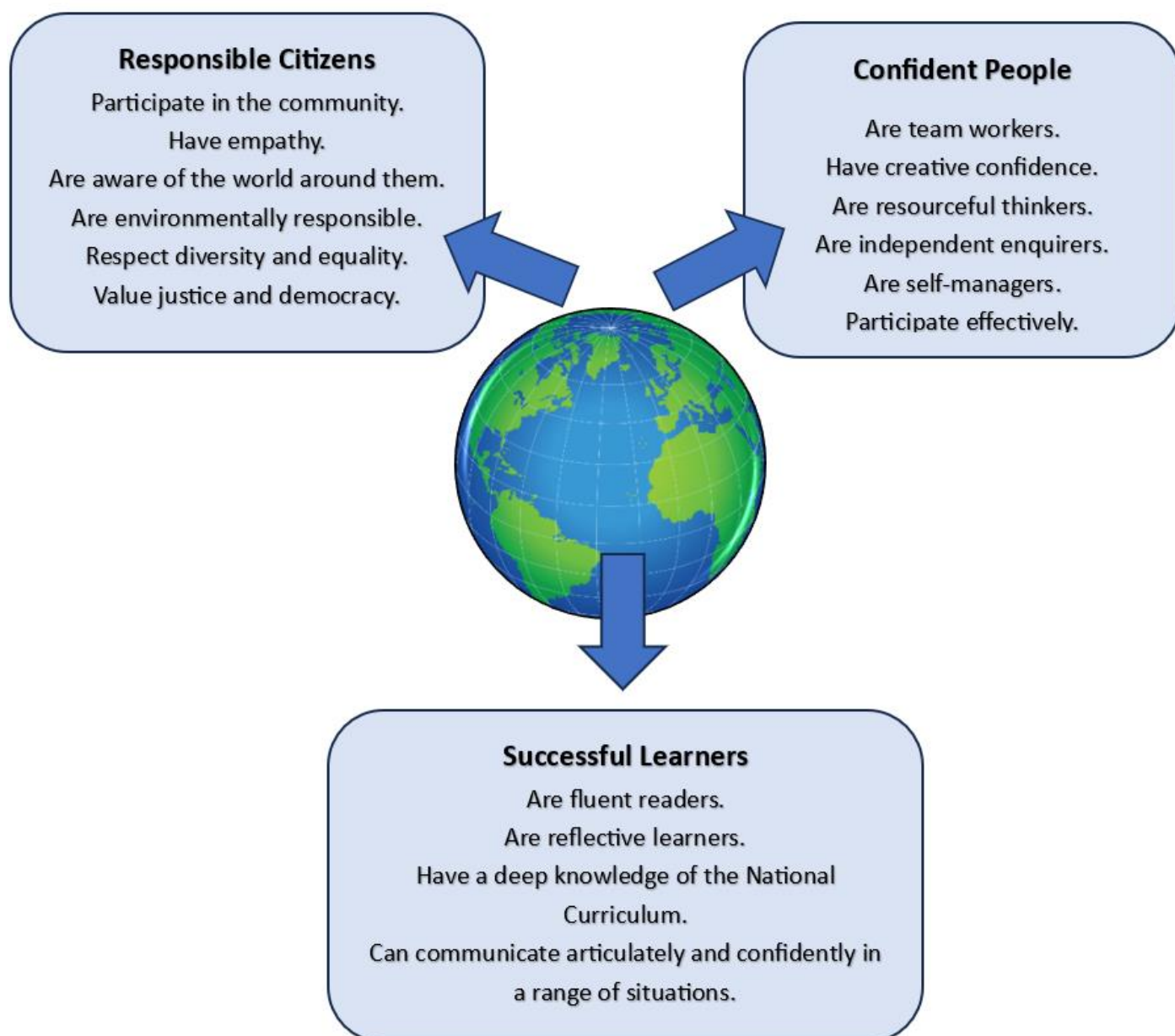
**Badgerbrook
Curriculum of Global
Discovery**

A Curriculum for Badgerbrook Primary



At Badgerbrook, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years framework. Staff engagement in research and high-quality resource materials has ensured that the curriculum is fit for purpose and builds a curriculum offer that provides a first-class education for all pupils across our community living in the 21st Century. At Badgerbrook, it is our responsibility to ensure all pupils are prepared for the next stage of their education and able to live lives as responsible citizens.

Our aim is for our children to be **successful, confident** and **responsible**. We use **Local, National and Global** links and the **Past, Present and Future** as drivers within the curriculum to help them to understand the world they live in. Badgerbrook's curriculum prepares our pupils for life in modern Britain.



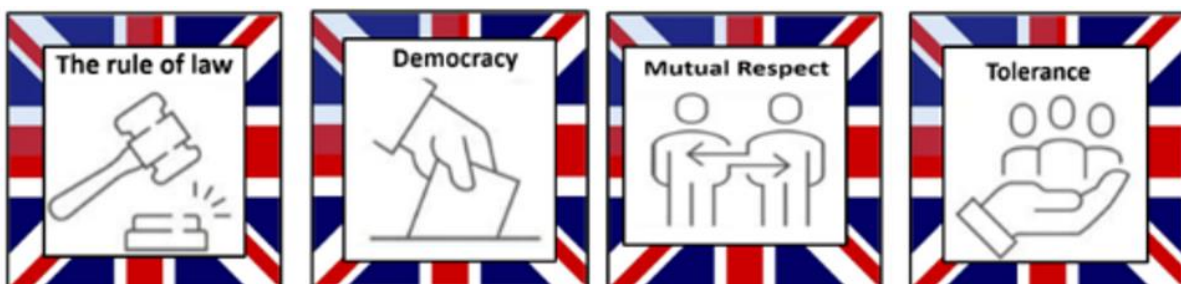


Our curriculum is revised annually through robust moderation of subject outcomes and planning to identify strengths and areas for development. Staff at Badgerbrook consider stakeholder voice and use current affairs to further enhance the curriculum. This ensures the curriculum remains relevant to pupils; is consistently aligned to the National Curriculum and is in tune with the world in which children live. The development of the school's curriculum has been achieved through collaboration with our subject leaders. Consequently, all subjects are championed and developed to provide rich and varied opportunities across the curriculum learning journey. This enables every subject to have the rigor that is required to provide a broad and balanced offer for all pupils with high-quality outcomes in every subject.

Curriculum Aims:

The curriculum at Badgerbrook has been designed with pupils at its heart; giving pupils the tools to become active citizens through their exploration of each topic exploring the past, the present day, and how their learning could impact the future. The curriculum content is combined with high-quality teaching to ensure that pupils develop high aspirations for the future and have the skills and knowledge they will need to be equipped to succeed in an ever-changing global world. The curriculum aims to empower pupils to make changes that will improve their life chances and facilitate the opportunity for them to forge their own future paths and career aspirations. Badgerbrook believes that all pupils should have a voice and be given the space to contribute and question to develop their confidence to learn from setbacks and develop the resilience and optimism that they need to succeed.

The curriculum at Badgerbrook makes explicit links to the United Nations [17 Global Goals](#) this is to ensure that the curriculum at Badgerbrook provides opportunities for pupils to be interconnected at a school, National and International level so that they develop the collaboration and critical thinking skills they will need to be successful in life. Our pupils need to have the opportunity to develop their understanding of self and others and the curriculum enables pupils to develop a strong sense of moral purpose so that they learn to respect and understand other viewpoints, cultures and beliefs. Our curriculum values and celebrates the diversity of everybody. The British values of democracy, rule of law, individual liberty, mutual respect, and tolerance are embedded within our curriculum. Developing a deep understanding of faiths and beliefs is taught within the curriculum and through individual celebration days.





Curriculum Drivers

To ensure that the curriculum enables pupils to build and develop their skills and knowledge, the curriculum has key drivers that help to ensure that every unit of work can unlock a pupil’s potential. The Past, Present, and Future model enables pupils to evaluate and learn from other generations so that they can consider what their own present generation and future generations could be like. Every unit of work will use these drivers to enhance the learning opportunities for pupils.

Core Driver - Past, Present, Future		
Driver 2 - Building the foundations for learning:		
Reading, Writing & Oracy	Mathematics	Science and The Arts
Driver 3 - Developing 21st Century Skills:		
Creativity	Critical Thinking & Problem Solving	Technology & Digital Literacy
Driver 4 - Being aware of oneself:		
Healthy Minds and Bodies	Meta-cognition	Aspiration
Driver 5 - Being aware of others:		
Diversity	Human Rights	Equity
Driver 6 - Being aware of the world around them:		
Sustainability	Community & Collaboration	Global awareness

How will we implement it?






We have developed the ‘Badgerbrook Ethic of Excellence’ which sets out clear expectations in all we do. We believe that the rules, routines and structures help to build pupils’ character which helps them to develop habits and attitudes for success in life.

Our school rules are: **Be safe, be kind, be respectful.**

The staff and leaders at Badgerbrook Primary School recognise that, from the moment children step through the door in the morning to the moment they leave at the end of the day, every minute is an opportunity for children to learn. We provide a range of components to our curriculum to ensure that this can happen and look for both academic and social outcomes to ensure that our pupils are well rounded individuals.

Ensuring our pupils are ready for the 21st-century world.

For our pupils to successfully live, learn, and work in the 21st century, they must develop a range of skills and competencies in addition to core subject knowledge. To thrive in the modern workplace, pupils will need to be continuously learning and gaining new skills throughout their careers. The Curriculum at Badgerbrook therefore applies the dimensions of 21st Century Lesson Design (21CLD) to help our pupils become flexible, adaptable, and lifelong learners.

Domain	Summary
	<p>In the Knowledge Construction dimension, learners are required to construct and apply knowledge. When learners apply their knowledge in new contexts, they practice critical thinking and learn how to adapt their current knowledge to new situations. Additionally, interdisciplinary learning activities help learners connect content to deepen their understanding.</p>
	<p>The Collaboration dimension develops learners' ability to work with others. They gain valuable negotiation skills by sharing responsibility and making substantive decisions together. When their work is interdependent, learners also learn the importance of teamwork.</p>
	<p>The Real-World Problem Solving and innovation dimension prepares learners for life in our ever-changing society. By working with problems without a previously learned solution, learners practice creative thinking and problem-solving. When they're exposed to authentic, real-world problems, learners practice the same critical and creative thinking skills they will need when they enter the workforce. And, when learners implement their solutions in the real world, they gain confidence in their abilities to solve complex problems for specific audiences.</p>
	<p>In today's globally connected and conflicted society, the Skilled Communication dimension is more important than ever. When we teach our pupils to support their communication and substantiate their claims with evidence, they develop the power to persuade others and create change. They practice the vital skill of flexible thinking by designing communications for specific audiences. By developing their communication skills, learners also gain insight into how others communicate with them and become more discerning when consuming information themselves.</p>
	<p>The Self-regulation Dimension prepares learners for the fast-paced and autonomous work environment of the 21st century. Learner's practice executive functioning skills by planning, monitoring, and revising their work.</p>
	<p>When learners use ICT for learning, they learn how to use the technology all around them for authentic, deep learning. They also develop marketable skills by working with a variety of tools to create ICT products for a real audiences.</p>



Contextualisation

At Badgerbrook, we recognise that all schools have unique contexts. Therefore, whilst we have an aligned vision and implementation structure for our curriculum, we encourage teachers to make some adaptations to the curriculum to meet the demographics of the pupils they serve and so that pupils learn about their local context.

Past	Present	Future
<ul style="list-style-type: none">• Belief that people can bring about change.• Developing an extensive understanding of the world• Understanding the impact of the past on the world today - what have we learned?	<ul style="list-style-type: none">• Promoting local, national and global awareness through the curriculum.• Offering a wide range of quality extra-curricular opportunities for personal development.• Challenging, motivating, inspiring and leading pupils to a lifelong interest in learning.• Providing the essential skills, knowledge and cultural capital pupils need to be successful.	<ul style="list-style-type: none">• Understanding their role in building a sustainable world.• Promoting equality and British Values to ensure pupils are fully prepared for life in modern Britain.• Culturing a lifelong love of reading.• Preparing pupils for the next stage in their education and for the world of work.• Providing blended learning opportunities through the use of high-quality technology to develop digital literacy.



We encourage teachers to adapt the curriculum and make the most of learning opportunities by considering the following:

Local contexts:

- Geographical/Historical variances – what is available to study on our doorstep that links to the themes being covered, local history events, local physical features, landmarks etc.
- Local Expertise – what expertise is on our doorstep, visits, and visitors from places of interest, local artists, History associations, Universities etc.
- Local businesses – what local businesses can be used to motivate, inspire, and add relevance to the curriculum.
- Local feeder schools – how can we make links with these to enrich the curriculum content?



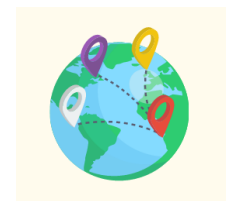
National contexts:

- What is in the national news that might link to new learning?
- What resources can I access nationally that will enhance the curriculum content?
- What national organisations will help me deliver the curriculum.
- What visits could I make to bring learning to life?
- How can I make the best use of resources to enhance my learning?



Global contexts:

- What is happening globally that links to current learning?
- How do I incorporate what is happening in the world into the classroom?
- How am I making the best use of Trust links such as ASHA?
- How am I opening doors to the world for children, through the use of texts, images and links to people abroad? <https://www.lyfta.com/>





Demographics:

At Badgerbrook we know that all children learn in different ways and all children benefit most from having quality first teaching. Our emphasis is therefore ensuring all children have access to the curriculum. We know at times children need the curriculum tailored to ensure they can meet success and engage with appropriate challenges. The curriculum may need adapting at times and consideration needs to be given to children who fall under the following groups.

- Pupils with **SEND** may require to specific programme of support as advised by external agencies or as part of the provision identified on an EHCP in order to meet their needs and ensure Literacy and Numeracy skills are embedded along with social and emotional aspects of learning, these skills are paramount in order for children to access a full curriculum. Children with specific needs may also need alterations made to the way learning is presented or the resources required to scaffold learning.
- Consideration for pupils with **EAL** and **disadvantaged pupils** will be planned for within the Curriculum. However, we aim to ensure each child receives the breadth and coverage of the curriculum. Therefore, we place an emphasis on supporting teachers to consider how to adapt their practice to ensure all children acquire the skills and knowledge planned for in the curriculum.
- The **diversity** of school is reflected within the Curriculum and aims to broaden children's cultural experience and their understanding of difference. Pupils will have the opportunity to research and learn about the lives of significant individuals from the past and present day from a range of contexts so that pupils learn from people beyond their circle of influence.





Pedagogy

In order for our curriculum at Badgerbrook to be delivered in the best way possible and for all children to have a love for learning, we believe it vital to ensure all of our teachers have the skills and knowledge to teach in the best way possible. We therefore place a strong emphasis on teacher development. Teachers having access to high-quality, research based CPD is vital.

Our curriculum implementation is rooted in research and cognitive science, staff regularly engage in CPD around the most up-to-date research and how this relates to the implementation of our curriculum.

<https://www.walkthrus.co.uk/>

	<p>Rosenshine's Principles</p>		<p>John Sweller: Model of Working memory and cognitive overload</p>
	<p>Ron Berger's Ethic of Excellence</p>		<p>Daniel Sobel's The Inclusive Classroom</p>

The Badgerbrook Way

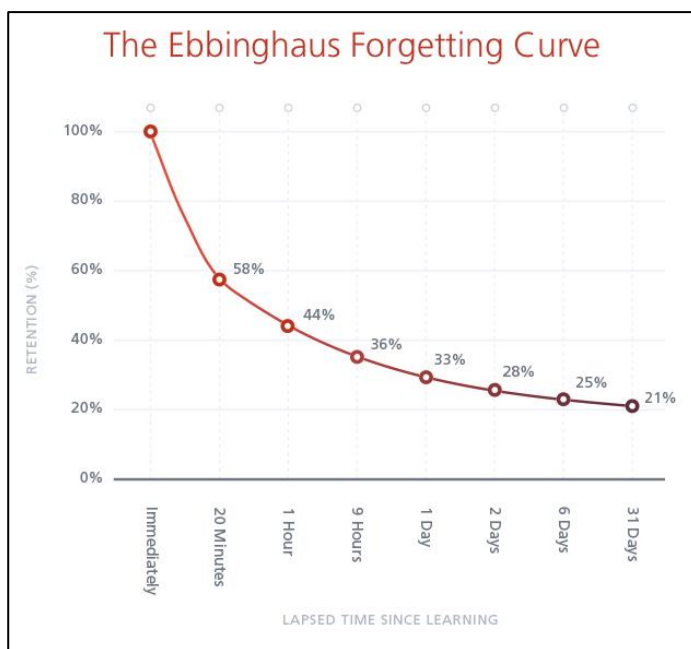
How is our curriculum planned?

In order to ensure full coverage of the curriculum, teachers plan using progression documents which use the National Curriculum objectives for their year group as a starting point for learning. It is expected that every teacher will use their knowledge from assessment for learning to inform adaptations required for their individual class. Therefore, whilst the outcomes for units of work are planned in advance, the learning journey for each class and year group may look different year on year and will be contextualised.

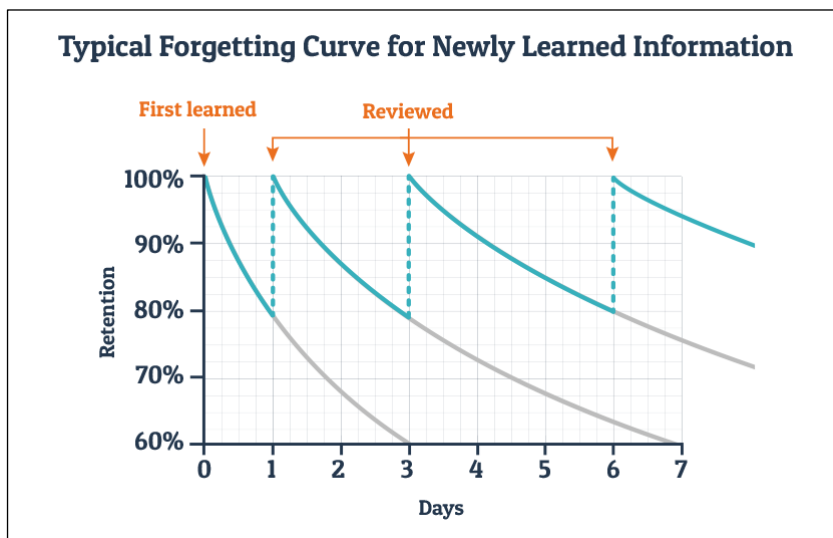
Learning is sequential over time and builds on prior knowledge. This has enabled the progression documents to have a spiralsed approach to learning to ensure that pupils retain key facts and information that will support future understanding.



Badgerbrook's curriculum has been written using cognitive science research to ensure that planning is designed in a way that maximises the retention of knowledge. The Ebbinghaus Forgetting Curve research indicates that pupils will only retain 25% of the information that they learn after one week of learning it if there is no opportunity for pupils to revisit the information.



However, if pupils do revisit the information, they are likely to retain information much more easily. This will help our pupils to develop foundational knowledge that can then be built on sequentially so that pupils can make connections and organise their thinking more clearly. At Badgerbrook retrieval is an essential tool that all teachers use in order to help children retain information and make links





To support this memory, non-core subjects are blocked to support interleaving content and opportunities for pupils to retrieve information regularly.

Subjects taught within blocks may include:

- Science
- Art and Design
- Design and Technology
- History
- Geography
- Music
- RE
- Computing

Units of work last for approximately 10 weeks. This enables 5 core blocks of learning to be taught each term within each unit. Over the 38-week teaching year, schools will be able to use assessment for learning to consider how the learning journey looks for their individual pupils and year groups. If necessary, flex within the blocks can then be made to ensure that all pupils across the school have the time and space to teach the units of work effectively so that outcomes are high.

At Badgerbrook we encourage teachers to share best practice and moderate outcomes within the school. We ask them to look at best practice and consider how they can learn from one and another to celebrate successes and consider improvements for the next teaching cycle. Themed days and weeks are also incorporated into our curriculum. These may be designed to fit with national initiatives to highlight our curriculum subjects and provide the opportunity for pupils to come together to learn from one another.



Expectations for teaching



How do we challenge our pupils?

The curriculum at Badgerbrook provides learning challenges throughout the academic year that will require pupils to experience their learning, solve problems, apply themselves creatively, and express their knowledge and understanding effectively across the curriculum. Progression maps include greater depth knowledge statements so that teachers can provide learning for pupils that deepens their understanding when they are ready and the opportunity to develop deeper interconnected conceptual understanding. We endorse a culture of learning without limits, ensuring no child is deterred from exploring learning deeper and wider both within school and at home.

Project-based learning will also provide the opportunity for pupils to apply their knowledge and skills in a variety of ways to enable connections to be made within concepts. The opportunity to present findings, work collaboratively with others, and apply their critical thinking skills will also support pupils in mastering and deepening their learning. Each unit of learning provides the opportunity for children to apply their knowledge through purposeful and exciting end outcomes. These are used to assess children's skills and knowledge whilst also enabling them to share and celebrate what they now know and can do. Metacognition is vital in order for children to make progress, Lessons within the curriculum are designed in such a way that enables them to reflect on progress made and identify next steps.



Assessment of Learning

Assessment opportunities are planned for across the curriculum, during lessons teachers will use various proven strategies to assess children understanding so that lessons can be adapted to meet children’s needs and address misconceptions.

We triangulate a range of information to make judgments on impact depending on the subject we are monitoring:						
Evaluating impact	Long-term learning Can pupils recall core learning from their long-term memory?	Stakeholder feedback including pupil voice, parents and governors.	Monitoring and evaluation of lessons and children’s work.	Teacher content choices and sequencing ensure children build schema to acquire long-term knowledge.	Effective assessment is conducted, and quantitative and qualitative data used.	Holistic view and whole child’s development are considered.
Outcomes	Our children will be successful learners, confident individuals and responsible citizens.					

Enrichment

Badgerbrook is committed to providing a wide educational offer for all pupils. Long term planning will showcase a range of ways that schools can enhance their learning through resource content, digital hardware and the use of blended technology to provide access to asynchronous specialist teaching content to support lessons.

Badgerbrook also offers a variety of activities for pupils such as school trips, visiting and receiving specialists and themed days and weeks.