



Curriculum Intent

Building Knowledge, learning with purpose, aiming for success

At Kingswood Primary School, our curriculum is the representation of our vision: '*Building knowledge, learning with purpose, aiming for success*'. It is designed to empower every child to develop the knowledge, skills, understanding and personal qualities required to thrive academically, socially and emotionally - both now and in the future.

Our curriculum is ambitious, inclusive and carefully sequenced, rooted in the EYFS Framework and the National Curriculum, and underpinned by our School values of Respect, Independence, Enthusiasm, Friendship, Determination and Kindness. It is deliberately constructed to ensure that all children, particularly those with SEND, those who are disadvantaged, and those with English as an Additional Language are supported to achieve highly.

We believe that learning is strongest when knowledge is secure, thinking is challenged, talk is purposeful, and teaching is adaptive. Through a coherent blend of rich experiences, adaptive quality first teaching, structured talk, responsive assessment and meaningful reflection, our curriculum enables children to build knowledge, learn with purpose and aim for success.

Implementation

Our curriculum is intentionally structured and sequenced to ensure that children are active participants in their learning, not passive recipients. Learning is shaped around purposeful outcomes, high-quality tasks and first-hand experiences that require children to apply, practice and refine what they know. Teachers employ adaptive and responsive teaching to ensure that learning activities are matched precisely to children's needs. Through consistent use of our Pedagogical Pillars, teachers make real-time adjustments to instruction so that all pupils are supported and challenged appropriately.

Children are encouraged to demonstrate determination, to embrace challenges, and to see mistakes as an essential part of the learning process. This ensures that learning is active, sustained and meaningful. Our curriculum is knowledge-rich and carefully sequenced to build deep, connected understanding over time. Children acquire a broad and balanced body of knowledge about themselves, the world, its histories, cultures, religions and scientific principles.

Key concepts, vocabulary, and disciplinary knowledge are explicitly taught and revisited, enabling children to develop fluency and confidence across subjects. Clear learning journeys and explicit links to prior learning support children in understanding not only *what* they are learning, but *why it matters*.

Through high-quality teaching and structured talk, children are supported to articulate their understanding, reason with precision, and use subject-specific language accurately, strengthening both knowledge acquisition and communication.

We recognise that learning is only secure when knowledge is retained and retrievable. Our curriculum is designed with memory and cognition in mind, ensuring that children regularly revisit, rehearse and apply prior learning. Teachers plan carefully for retrieval practice, small steps of learning, and deliberate revisiting of key knowledge, skills and vocabulary. Strategies such as Do now tasks, quizzes, and structured reflection enable pupils to strengthen long-term memory and make meaningful connections across the curriculum. Ongoing checking for understanding ensures misconceptions are identified and addressed promptly, preventing gaps from widening and ensuring that learning builds securely over time.

We believe that rich experiences deepen understanding, enhance motivation, and strengthen retention. Our curriculum is enriched through carefully planned opportunities that take learning beyond the classroom and broaden children's horizons. These include immersion days, educational visits, visitors, performances, sporting opportunities, and Forest School provision. Such experiences enable children to apply their learning in real-life contexts, develop problem-solving skills, take safe risks, and build resilience. By engaging with the wider community and the world beyond their own lived experiences, children develop enthusiasm for learning, cultural awareness and a strong sense of belonging, reflecting our commitment to inclusion and community.

Our curriculum develops children as thoughtful, reflective and responsible learners who can reason, question and engage with different perspectives. Planned opportunities for structured talk, discussion and reflection are embedded across subjects, enabling children to explain their thinking, listen respectfully to others, challenge ideas and refine their understanding. Children are taught how to use talk as a tool for learning, supporting both cognitive development and confidence. Through reflection, children learn to evaluate their own learning, recognise strengths and areas for development, and take responsibility for their actions and choices. This prepares them to participate positively in school life and in a wider world.

Inclusion and Adaptation

Our curriculum is designed for all learners. Adaptations are made to ensure that pupils with SEND and those with barriers to learning including EAL and disadvantage can access the same ambitious curriculum as their peers. Support is carefully planned, purposeful, and responsive, never limiting aspiration. High-quality teaching and scaffolded support work together to ensure equity, belonging and success for every child.

Impact

We know our curriculum is effective because children at Kingswood:

- Make strong progress over time and achieve well across the curriculum

- Retain and apply knowledge with increasing confidence and independence
- Show strength of character linked to our school values
- Communicate their thinking clearly using subject-specific language
- Demonstrate resilience, reflection and enthusiasm for learning
- Are well-prepared for the next stage of their education and for life beyond school

Impact is evaluated through a range of evidence including formative and summative assessment, work scrutiny, pupil voice, and professional dialogue. Assessment is used purposefully to inform teaching, support the next steps, and ensure learning is progressive.

We work in close partnership with parents, governors, Trust leaders and the wider community. External validation including Trust quality assurance monitoring visits, help support Kingswood continued drive to deliver a high-quality, ambitious and inclusive curriculum that meets the needs of all learners.