

The Churchill School
#teamchurchill

The Churchill School Curriculum

#TeamChurchill – The ART of Being Our Best

Curriculum Intent

At The Churchill School, our curriculum is designed to inspire curiosity, build confidence and develop a lifelong love of learning.
Rooted in the National Curriculum and informed by the Cornerstones Curriculum, our curriculum has been carefully adapted to meet the needs of our pupils and community. We have deliberately refined and streamlined learning to ensure that it is ambitious, coherent and meaningful, enabling children to build secure knowledge and understanding over time.

At the heart of our curriculum is our shared vision of #TeamChurchill and our values of Adaptability, Resilience and Togetherness – what we call The ART of Being Our Best.

These values underpin everything we do and help us create learners who are not only successful academically, but who are also prepared for the opportunities and challenges of modern life.
We aim for all pupils to:

- Develop secure knowledge and understanding across all curriculum subjects.
- Become fluent readers, confident writers and capable mathematicians.
- Build rich vocabulary and communicate effectively.
- Develop curiosity about the world and a desire to learn more.
- Make meaningful connections between knowledge and experiences.
- Understand how learning builds progressively over time.
- Develop confidence, independence and resilience as learners.
- Be fully prepared for the next stage of their education.

Our curriculum reflects both our local context and the wider world. We strive to ensure that every child develops the knowledge, skills and cultural capital needed to thrive in modern Britain and beyond.



Curriculum Implementation



Our curriculum has been carefully sequenced to ensure that knowledge and skills build progressively from EYFS through to Year 6.

Each unit is driven by an overarching enquiry question which provides purpose, encourages curiosity and helps children make meaningful connections within and across subjects.

To support long-term learning, we have identified the essential knowledge and vocabulary that children need to remember. This is captured through our bespoke knowledge organisers, which include:

Key Knowledge
Subject-specific vocabulary
Ask Me About questions
What I Remember sections linking prior learning
Visual references to support understanding

Knowledge is revisited regularly through retrieval practice, enabling pupils to strengthen memory, deepen understanding and make connections between previous and current learning.

Our teaching is characterised by:
High expectations for all pupils.
Explicit teaching of knowledge and vocabulary.
Carefully sequenced learning.
Frequent retrieval and recall opportunities.
Skilled questioning and discussion.
Adaptation and support to meet the needs of all learners.
Opportunities for independent thinking and problem solving.
Strong links between learning and real-life contexts.

Reading sits at the heart of our curriculum. Opportunities to read, write, communicate and apply mathematical understanding are woven throughout subjects so that pupils can transfer and apply their learning in meaningful ways.

Our curriculum is further enriched through a wide range of experiences including educational visits, visitors, outdoor learning, community partnerships and links with local organisations. These experiences bring learning to life, broaden horizons and provide meaningful contexts for learning.

Throughout the curriculum, children are encouraged to demonstrate Adaptability, Resilience and Togetherness, helping them understand that learning is not simply about what they know, but also about who they are becoming.







Curriculum Impact

The impact of our curriculum is evident in what children know, remember and can do.

Through carefully sequenced learning, retrieval practice and high-quality teaching, pupils develop secure knowledge that builds progressively over time. Children are able to recall prior learning, make connections between subjects and apply their understanding confidently in new situations.

Pupils talk enthusiastically about their learning. They use subject-specific vocabulary with confidence, understand key concepts and increasingly recognise how learning develops from year to year.
As a result, our pupils become:

Knowledgeable Learners

Secure in the key knowledge identified within each subject.
Able to recall and explain previously taught learning.
Confident in using subject-specific vocabulary.
Able to make connections across different areas of learning.

Reflective Learners

Able to discuss what they have learned and what they remember.
Increasingly aware of how knowledge builds over time.
Confident in explaining their thinking and reasoning.

Independent Learners

Curious and motivated to learn.
Resilient when faced with challenge.
Willing to take risks and learn from mistakes.
Able to apply knowledge and skills independently.

Prepared Learners

Ready for the next stage of education.
Equipped with the knowledge, skills and understanding required for future success.
Confident communicators and active participants in school life.

We evaluate the impact of our curriculum through:
Pupil voice.
Retrieval activities and knowledge recall.
Ongoing formative assessment.
End-of-unit assessment opportunities.
Book looks and learning reviews.
Subject leader monitoring.
Progress and attainment information.
Professional dialogue with staff and pupils.

The success of our curriculum is seen not only in academic outcomes, but also in the confidence, curiosity and enthusiasm for learning demonstrated by our pupils every day.
Children leave The Churchill School as knowledgeable, confident and compassionate young people who embody our values of Adaptability, Resilience and Togetherness – the ART of Being Our Best.