

## Intent of the Curriculum at Soke Education Trust

To enable children to learn important knowledge, skills and concepts so they make meaning of the world and thrive within it.

Prepare children for later life

Learn, practice and demonstrate knowledge

Designed to build cultural capital

Designed to make a change in long term memory

Develop strong vocabulary and oracy

Develop knowledge and metacognition

3D – links from year to year  
(builds on prior learning)

3D – links across subjects  
(cross curricular)

3D – links in a subject within the year  
(develops expertise)

Know

Do

Understand

Factual

Procedural

Conceptual

### Curriculum Drivers

Communication

Independence

Resilience

Leadership

Collaboration

Initiative

### Trust Vision

Sustain High Achievement

Explore the World We live In

Transform Life Opportunities

We aim to give children opportunities, skills and knowledge to make progress, through good teaching and experiences

We want children to understand how to protect their local environment, their community and the wider world, to show respect and have compassion and curiosity for important issues

We want our children to have high aspirations for what they can achieve, have a positive attitude to challenges and know how to live a happy and healthy life

### Key Concepts

IDENTITY

DIVERSITY

POWER

SYSTEMS

DEMOCRACY

CHANGE

Understanding these concepts enables children to know themselves, other people and the world both close to them and far away.

Understanding these concepts enables children to understand why the world is as it is now and consider how it might be different.

Understanding these concepts enables children to understand how they and others affect the world around them by words and actions.

SUSTAINABILITY

COMMUNITY

TRADE

FARMING

BELIEFS

CULTURE

Understanding these concepts enables children to know that humans are responsible for the environment, people and places near to them and far away

Understanding these concepts enables children to understand how societies have grown and developed and what the impact is to our society

Understanding these concepts enables children to understand that people around the world can think, feel and interpret the world differently

### Subject Concepts

History

Geography

Computing

Investigate and interpret the past  
Build an overview of world history

Investigate places  
Investigate patterns

Code  
Connect

Understand chronology Communicate historically	Communicate geographically	Communicate Collect
Art & Design	Design & Technology	Music
Develop ideas Master techniques Take inspiration from the greats	Master practical skills Design, make, evaluate and improve Take inspiration from designs throughout history	Perform Compose Transcribe Describe music
Religious Education	MFL	PE
Understand beliefs and teachings Understand practices and lifestyles Understand how beliefs are conveyed Reflect Understand values	Read fluently Write imaginatively Speak confidently Understand the culture of the countries in which the language is spoken	Develop practical skills in order to participate in a healthy and happy life
Science		
Work scientifically		
Biology: Understand plants Understand animals and humans Investigate living things Understand evolution and inheritance	Chemistry: Investigate materials	Physics: Understand movement, forces and magnets Understand the Earth's movement in space Investigate light and seeing Investigate sound and hearing Understand electrical circuits
<b>Knowledge Categories</b>		
History	Geography	Computing
Settlements Beliefs Culture & pastimes Location Main events Food and farming Travel and exploration Conflict Society Artefacts	Location Physical features Human features Diversity Physical processes Human processes Techniques	Programming Data collection Word processing Presentation Multimedia Online safety
Art and Design	Design and Technology	Music
Media and materials Techniques	Technical knowledge Practical knowledge	Style and period Instruments

Effects Colour theory Emotions Artists and artisans Styles and periods Visual language Processes	Design inspiration Design Process Artisans and Craftsmen	Technique Emotions Composers and musicians
Religious Education	MFL	PE
Beliefs Culture Society Artefacts	Culture and pastimes Location Travel and exploration	Movement Tactics and strategy Personal and social skills Leadership Healthy Lifestyle
Science		
Living things Light Forces Electricity Materials Space		

### Teaching & Learning at Soke Education Trust

At the Soke Education Trust we believe that curriculum is everything a child experiences from the moment they join one of our schools. Our shared curriculum approach is in place across every school but the content of the skills and knowledge may be different according to the context of the school and the cohort of the children. In each school, the curriculum intent is a carefully sequenced narrative of learning, so that children build on their skills and knowledge during each year, throughout their years in school and across the different subjects they cover.

Our curriculum should:

- Identify what the school has chosen to teach, when and why
- Help pupils link new and prior learning
- Make learning accessible to all pupils including those who have SEND
- Identify key vocabulary for each subject and incorporates tier 2 & 3 words into every unit of study
- Develop children's cultural capital

Our curriculum is designed to ensure that individual pieces of information become knowledge that links together to form strong schemata. The curriculum is based on research, which increasingly shows that it is easy to overload working memory and that this can negatively impact pupils with poor working memory. Our curriculum approach recognises that cognitive load, made up of the two parts, intrinsic and extraneous load, is an important factor in our teaching strategies. Learning is acquired and developed by children having the opportunity to encounter the same key concepts, subject concepts and knowledge categories over the course of their primary phase.

At the Soke Education Trust we believe that learning in each subject should take account of the complexity of the task and the outside factors that might affect what is being learned. As such, strategies such as knowledge strips, glossaries, word mats and frequent proof of progress, low stake quizzes are a feature of teaching and learning.

Whilst learning can't be easily seen we can see performance. At Soke Education Trust we use a range of monitoring strategies to help inform us about the quality of teaching, learning and assessment which include lesson drop-ins, pupil book study and work scrutiny. Our findings are collated in our Teaching Over Time Record which helps to inform leaders and teachers of the typicality of practice and the learning achieved by children, over time, by probing what they have retained.