



Now what?

School Vision,
Curriculum intent,
& objectives

Taking into
account locality
& context

Taking into account
needs of particular
cohort and groups
(eg.EAL, PP,SEND)

Pupil, parent, staff
Governor voice

Assessing impact of, knowledge, skills,
experiences, perspectives, views, critical
thinking, empathy, values through direct
and hidden curriculum.

**What
knowledge, skills
& aptitudes do
we want our
children to leave
our school with ?**

Evaluation

Selection of
learning
experiences

Opportunities provided
to make learning links
to prior learning & own
personal experiences

Sequencing pays careful attention to
how to pair substantive with
disciplinary knowledge, so that
disciplinary knowledge is always
learned within the most appropriate
substantive contexts

Research – local and national

Organisation &
integration of
learning
experiences

Selection of
content

Repetition, sequenced learning
through progression documents to
guarantee long term key knowledge &
skills.

Language & experience gaps to be
narrowed through exposure to
opportunities – visits, specialists etc

Identify important
concepts and procedures
for pupils to learn. Plan
for how pupils will build
knowledge of these over
time.

By Subject:

- Identifying key or significant knowledge – knowledge mats
- Set the key knowledge out in progression
- Create assessment criteria
- Ensure progression well sequenced checked by SL
- Cultural capital issues related to your subject
- Identifying Strands

Ensure staff subject knowledge strong
& secure to deliver motivating learning
& well resourced.