



A Curriculum of Intent

The curriculum at Soke Education Trust is meaningful, manageable and motivating. It more than fulfils the requirements of the National Curriculum programmes of study, being ambitious for all pupils in its intent. At Soke Education Trust we aim to raise educational achievement and attainment equitably as a vital key to improving the quality of life for all of our pupils now and in the future.

The curriculum is a vehicle through which our values are communicated and lived on a day-to day basis. We strive at all times to be a force of positive energy in the local community.

We aim to;

- Sustain High Achievement: progress, skills and attitude
- Explore the World We Live In: respect, compassion and being 'green'
- Transform Life Opportunities: health, aspirations and sport

At Soke Education Trust we particularly value the following skills and actively help our pupils to develop them - we believe these skills are a vital foundation for their future lives:

- Communication
- Independence
- Resilience
- An appreciation of diversity
- Leadership
- Collaboration
- Initiative

According to the context of our individual schools, these drivers will be selected for key focus.

A Meaningful Curriculum

Children within the Soke Education Trust have:

- a curriculum that is rich in the key concepts, skills, knowledge and vocabulary of each subject
- opportunities to develop a range of skills for learning and life, in particular good oracy and communication
- experiences that enable them to have a positive attitude to challenges, themselves and others and ensure that they value individuals and communities

Teachers have:

- strong knowledge of the requirements of the National Curriculum
- a clear understanding of the rationale behind the curriculum and how it relates to the pupils of Soke Education Trust

A Manageable Curriculum

Children make good progress by experiencing a carefully planned curriculum that takes into account:

- how children 'learn' the curriculum, for instance through linking knowledge to overarching concepts that recur in each subject and by enabling pupils to see how their learning relates to what they have studied previously
- the time needed for pupils to solve problems and ask questions using their knowledge, thus allowing independence and application of knowledge
- opportunities for pupils to review and revisit learning so that it 'sticks' in their long-term memory

Teachers who facilitate good learning because they have:

- a well organised curriculum led by skilled subject leaders, in which progression through concepts, skills, knowledge and vocabulary in each subject are clearly stated
- subject knowledge, CPD, pedagogical knowledge and resources that underpin their teaching of the full curriculum

A Motivating Curriculum

Children experience a curriculum that is:

- interesting and challenging so that they are fully engaged in their learning and want to explore subjects in depth
- enriched by practical activities, visits and visitors that inspire and excite them, enabling them to have good memories of learning and their time at school
- inclusive of the needs and interests of all learners so that they are motivated, build confidence and take pride in their achievements

Teachers:

- are inspired by the subjects they teach and pass this enthusiasm on to pupils
- have good knowledge of all areas of the curriculum and can share areas of strength and expertise in their team

Impact of the Curriculum

In discussion with leaders is it clear that:

- the progression of knowledge, concept and skills through each area of the curriculum is well planned and enacted?
- the curriculum exposes pupils to events and people that inspire them to achieve in all areas of the curriculum?
- learning develops children's awareness of the need for compassion and respect towards individuals and the environment?

In observation, in their books and in discussion with pupils is it clear that:

- pupils communicate their understanding of the subjects they have studied in some detail, making connections and accessing prior knowledge in order to aid their explanations?
- children work with independence, using the knowledge and skills they have been taught to compose their own interpretations in each subject?
- children show resilience in their work, seeking challenges and following their questions to conclusions?
- children approach new experiences, concepts and people with an open mind, keen to learn all about them?



Children have:

- The skills to name locate, describe and compare locations and cultures studied, developed in part through real life experiences
- The opportunity to use geographical skills to investigate their locality and the wider world so they develop a fascination for the world and its people
- The ability to investigate and express well-balanced opinions about contemporary issues in society and the environment

Teachers have:

- Clear guidance on the progression and coverage of geographical skills so they can plan learning that builds on previous knowledge and skills
- Support and resources to enable pupils' exploration of the subject



Children have:

- A good balance of learning new knowledge and having the opportunity to apply skills such as historical enquiry and interpretation
- The ability to make links to previous learning and their own experiences of the wider world, making connections between different periods and contrasting civilisations, reflecting how the past has shaped life today
- A passion for history, are inspired to become historians carrying out their own research and communicating their own findings and opinions.

Teachers:

- Have clear guidance on the progression of historical skills so they can ensure both progression and consistency across the school in this subject
- Teachers have access to support, resources and artefacts to enable them to provide stimulating first-hand experiences that inspire pupils and encourage independent exploration.

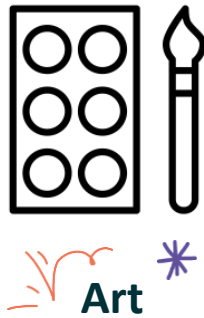


Children have:

- Sustained opportunities for music making including performing, listening, composing and appraising
- Opportunities to enjoy singing a range of songs and explore how to control their voices in a variety of contexts; playing a variety of percussion instruments both tuned and untuned with increasing control, accuracy and precision
- Opportunities to develop their understanding and enjoyment of the interrelated dimensions including pitch, duration, dynamics, tempo, timbre, structure and appropriate notation

Teachers have:

- Have access to a high-quality progressive music scheme
- Are supported by music leaders with specialist subject knowledge

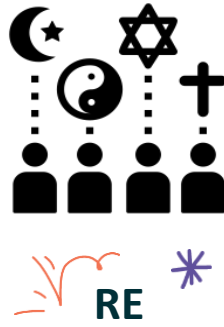


Pupils have:

- Knowledge of a range of artists both modern and classic who will inspire their work
- The vocabulary and skills to analyse and evaluate creative works
- Learning that allows them to develop resilience and a growth mind-set when developing their skills as artists

Teachers have:

- The knowledge to provide opportunities to use a range of media and study a range of artists
- The clear understanding of the progression of skills and techniques that children need to become confident artists
- Enthusiasm for art and confidence to allow children to freely explore the subject



Pupils have:

- Knowledge of the 6 major world religions
- The ability to talk about their own beliefs, values and commitments
- The opportunity to explore and discuss religious beliefs, festivals and celebrations through a variety of means, such as art, drama and DT and through visits and/or visitors

Teachers have:

- Access to support, resources and artefacts to enable them to create a forum in which children feel confident to explore “Big Questions”
- The support of the Cambridgeshire Agreed RE syllabus and resources to aid planning and progression



Children have:

- An ability to understand and communicate in a new language
- An increased cultural awareness of the countries where the language is spoken.
- The confidence to speak with good intonation and pronunciation and the developing skills of fluency in reading and writing.
- Opportunities to experience languages through a range of media including music and games.

Teachers have:

- Clear guidance on the progression of language skills across KS2 so that language teaching is both progressive and consistent across school
- Support and resources to enable them to plan and deliver exciting lessons and build a love of language learning



Design & Technology

Children have:

- opportunities to explore mechanisms, structures, textiles and ingredients to find out how things work and are constructed
- good knowledge of where food comes from and how food choices impact on a healthy lifestyle
- exposure to designers and makers that inspire them to create unique products, finished to a high standard

Teachers have:

- plentiful resources and CPD to effectively teach the full range of practical skills
- clear guidance on health and safety aspects, progression and vocabulary that supports learning



Children will:

- learn about the natural and physical world, collecting and using data to explain their understanding of scientific phenomena
- experience a well-structured progression of investigative skills to help them improve their exploration, testing and analytical skills
- be curious, excited, knowledgeable, and analytical about the world

Teachers will:

- have access to plentiful resources that enable exploration and investigation
- CPD to enable them to confidently teach the biology, chemistry and physics that creates a broad and balance science curriculum



Children will:

- Build self-esteem and confidence through exploring a range of physical activities and games
- Develop self-motivation to take part in physical activity outside school as recreation and as part of a healthy and fulfilling lifestyle
- Develop strength, fitness, speed, gross and fine motor skills

Teachers will:

- Have support to plan a broad and balanced PE curriculum which fulfils the demands of the National Curriculum
- Have regular CPD to enable effective teaching of all areas of PE