

Year by Year Curriculum: A Guide for Parents

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	This section details the key questions or topics that your child will be learning about in this particular year, in each half term.					
Assessments	This section details the assessments that your child will complete, each half term. These will be a combination of assessment at the point of learning (assessed on content they have just finished learning) and assessment away from the point of learning (assessed on content they learned earlier in the course). By using both types of assessment, we can ensure students get to demonstrate their understanding of recent content and that what they learned previously has been committed to their long-term memory .					
Building on Prior Learning	<p>We know from research from cognitive science (how we learn), that we only remember things which we are exposed to a number of times, in a number of different contexts.</p> <p>Therefore, the way we sequence (order) our subject curriculum is thought about very carefully. Topics are ordered so that key knowledge builds in the long-term memory (schemas) and so that students' understanding of this key knowledge becomes more sophisticated over time.</p> <p>You will see here that subjects refer to substantive and disciplinary knowledge. Put simply, substantive knowledge is the core curriculum knowledge, the facts and key concepts of a subject and the disciplinary knowledge is knowledge of how to use substantive knowledge in a subject – so how to work like a historian, a geographer or a chemist, for example.</p>					
Cultural Capital	<p>Cultural capital is something that we are all exposed to most days of our lives.</p> <p>For students, it's the knowledge that lies outside of a core curriculum or exam specification, but knowledge that helps to make sense of what we learn through the curriculum. So, cultural capital will be gained by looking at a news article, listening to a piece of music, visiting a museum, watching a play or a sporting event or taking part in a debate. There are many different ways in which we acquire cultural capital, and it helps students to feel more confident, as they head out into the adult world.</p>					
Mastery	<p>Ultimately, what we are aiming for when we teach our students is to transform them from novices in our subjects, to masters – or experts – in our subjects.</p> <p>This section will detail how each subject intends to do this.</p>					
Development of Character	<p>The development of character virtues in our students, is as important as every other part of the school curriculum. We want our students to leave Trinity High School as confident, 21st century citizens who can make a positive contribution to the many communities they are part of.</p> <p>Some examples of character virtues are <i>honesty, courage, compassion, curiosity, service, charity, resilience, motivation</i></p> <p>We teach and model character virtues through our tutor programme and we acknowledge students' efforts through the commit to character cards. In this section, subjects will detail how their subject reinforces what it means to be a good character.</p> <p>As a parent, you can find out more about how to encourage the development of these virtues at home, here: https://www.jubileecentre.ac.uk/1777/character-education/parent-resources</p>					
Extra-Curricular opportunities	<p>Students of all abilities, greatly benefit from taking part in extra-curricular opportunities.</p> <p>These opportunities build cultural capital, develop character virtues, and help students to understand what they are learning through the core curriculum.</p> <p>Each subject will detail here opportunities available to your child, at Trinity High School.</p>					
Metacognitive Learning	<p>Another key benchmark of a successful school curriculum is how well students can learn independently. Being able to work, perform and solve problems independently is what we call metacognitive learning.</p> <p>Being able to learn metacognitively means that you know the strategies or steps you need to take to solve a problem or complete a task; you are aware of your strengths and where you might have difficulties and you are proactive in finding out answers and mastering a particular skill.</p> <p>This section details how each subject will work to help our students to become more metacognitive in their learning.</p>					