



## **WPAT Curriculum Statement**

Warrington Multi-Academy Trust is able to provide a broad, balanced and relevant curriculum that meets our pupil's needs. We have identified our curriculum core components; ["Curriculum on a page"](#)

This has been designed by experts from our MAT schools underpinned by evidenced based research drawn from national and international research studies.

Our curriculum offers all pupil's an education based on academic rigour, social experience in preparation for their next stage of education and future career choices.

### **Strategic Intent**

Within WPAT schools you will see these aims embedded within curriculum planned delivery;

1. Develops the character of the child
2. Provides academic rigour
3. Develops world responsibility
4. Provides experiences that supports preparation for adult life and the world of work

### **Develops the character of the child;**

SMSC, relationship and health education and cultural capital are central to our curriculum delivery. These key component parts form the golden thread that binds the whole school curriculum.

### **Academic Rigour**

Our academy schools follow the national curriculum subjects. We provide an ambitious curriculum through the carefully chosen knowledge and experiences that we think are best suited to deliver core knowledge within subjects. We recognise there is too much stuff to teach and as such have weighted every choice with; Why this? Why there? Why now? We have formulated [clear end goals](#) for each subject for each year group charting the knowledge and skills we expect all children to know, say and do.

### **World responsibility**

We wish to develop within our children the moral purpose of social and global responsibility and so we have developed a conservation element to our curriculum delivery. We have done so with our association with national and international agencies; [Burnet News Club](#), [Chester Zoo](#), Red Cross, etc.

### **Adult life and Career**

Woven into our curriculum delivery are opportunities to explore the world of work by giving our pupils access to well thought through interactions with employers and experience different jobs within the work place, our children go beyond hearing about a job, they experience it through carefully planned, matched activities, delivered through the wider enrichment experiences provided.

## **Strategic Implementation**

Within WPAT schools you will see

1. Subject specific pedagogical delivery
2. Generic pedagogical delivery; retrieval strategies, metacognition, etc.
3. Curricular design that ensures sticky knowledge; spaced learning, interleaving, sequential planning
4. Whole school vocabulary strategy

### **Subject specific pedagogy**

We recognise that each subject has a specific pedagogical approach that reflects the unique nature of that subject, in other words what makes History, History opposed to Science and working scientifically. Each subject will be taught within the true characteristics of its subject matter.

### **Generic pedagogical delivery**

WPAT with its schools have with evidenced based research attempted to marry the delivery of knowledge content with relevant cognitive science based strategies to make information that has been taught stick, at distance from the initial delivery point. In doing so they have identified a range of retrieval techniques and metacognition as principle vehicles for the delivery of its curriculum.

### **Curricular design**

Our curricular design provides the architectural structure upon which we hang the key concepts that underpin the identification of knowledge to be taught to children. Each subject has a handful of key concepts that are revisited through topics as pupil's progress through school. Knowledge, skills, vocabulary, tasks and experiences are carefully selected, sequencing a bank of knowledge from year 1 to 6 held within [Knowledge organisers](#). Vertical, horizontal and diagonal links across the curriculum have been planned within year groups and across subjects in order to support through the act of re-visitation, [Long and Medium term planning](#). This supports principles of how children learn by developing schemas of knowledge. Information is kept warm and concepts are familiar.

### **Vocabulary “the more words you know the smarter you are “**

WPAT and its schools recognise that the amount of vocabulary a child has is a key predictor for academic success. WPAT has planned a programme of word acquisition and adopted a whole school approach to building a child's word hoard; a children's word Knowledge (increase of words in a child's repertoire) and word understanding , (understanding that words have multiple meanings and the ability to use those words in different context).