



VISION
MULTI ACADEMY TRUST

Wider Curriculum Policy

November 2025

Date of Review: October 2025
Approved by: Trust Board
Next Review Date: October 2026

VISION MULTI ACADEMY TRUST

THE VISION MAT CURRICULUM

The Vision MAT Wider Curriculum puts forward a clear and structured policy demonstrating how we teach foundation subjects and how we meet the needs of our children across all schools within the trust.

Our curriculum aims ensure that all **pupils experience a broad and balanced curriculum** where **key curriculum driver concepts are embedded** into long-term memory. Children build up their Cultural Capital by **gaining knowledge** that is of use to them for the rest of their lives and **curriculum enrichment** ensures that all children are provided with a **wealth of experiences**. The Trust aims to **develop successful learners with high aspirations** who are **challenged** and know how to make a positive contribution to their community and the wider society. Our **curriculum development is based on academic research** and the cognitive science of how children learn and is designed using our teacher's experience and knowledge to meet the needs of all our pupils.

Relevant Research

D T Willingham, *Why Students Don't Like School: a cognitive scientist answers questions about how the mind works and what it means for the classroom* (2009), CA: Jossey-Bass

D Christodulu, *'Making Good Progress?: The Future of Assessment For Learning'* (2016), Oxford University Press.

K Jones, *Retrieval Practice: Research and Resources for every classroom* (2019), John Catt Education Ltd

C Hendrick and R Macpherson, *What Does This Look Like In The Classroom: Bridging The Gap Between Research And Practice* (2017), John Catt Education Ltd

C Reynolds, *'Bourdieu - simple explanation'* (2013)
<https://www.youtube.com/watch?v=87BPL62wyyU>

CURRICULUM INTENT

The Curriculum provides coverage of the foundation subjects in the National Curriculum within a Learning Challenge or unit of work.

The Curriculum ensures that all the National Curriculum objectives are met in each Key Stage. Importantly, it ensures that there is **no repetition of content (although pupils may revisit unsecure knowledge from previous programmes of study)** across or within the Key Stages but instead demonstrates **clear progression** of the key knowledge and skills taught from EYFS to Year 6.

Core texts linked to the Learning Challenge provide purposeful opportunities for Reading and Writing in all subjects. **Curriculum drivers** (Science, Geography and History) and **enhancers** (Art, Design and Technology) provide children with a **broad, balanced, sequential and ambitious curriculum**. Our curriculum goes beyond the National Curriculum by including learning that is relevant to our own locality and the children's own experiences. All other areas of the curriculum such as: Mathematics, Computing, Music, Religious Education, Physical Education and PSHE are taught discreetly and are interwoven where appropriate. By focusing on Cultural Capital, we **provide children with knowledge that will be of use to them for the rest of their lives and close the divisions in society**. Cultural Capital teaches children to **understand and live British Values** and learn more about the best that has been thought and said over centuries. Cultural Capital, enrichment opportunities and subject topics ensure children are experiencing curriculum breadth. **Subject concepts** are threaded through all year groups and ensure that **children revisit these concepts** over and over, **building conceptual understanding and knowledge** each year. Subject concepts provide **a clear progression model and supports the planning, delivery and assessment of children in the wider curriculum**; ensuring that learning is a change to long-term memory. **A clearly sequenced curriculum allows children to make connections, build on prior knowledge and their experiences and ensures there is challenge** and a clear journey within and across year groups. The wider curriculum provides opportunities for **children to build their academic and subject specific vocabulary**, write across a range of subjects and apply mathematical skills in other areas of the curriculum.

Our curriculum design ensures the curriculum has planned units of work that **revisit the key concepts for each of the curriculum drivers** allowing children to **make connections and deepen their understanding**. The curriculum is designed so **subject specific knowledge and skills are scaffolded within a thematic approach**. Subject specific Learning Challenges ensure **concepts are embedded** and when **cross-curricular links** are made, they are done so in a way that **strengthens children's understanding** through meaningful links. **Pre and post learning tasks** in the wider curriculum assist teachers in ascertaining what children *already know* and *need to know*. **Teachers involve their pupils**, allowing pupil-led questions to be interwoven into the units of study. **Enrichment opportunities enhance experiences** children have and are used to develop their understanding of the learning that is or has taken place. **Retrieval practice is a key element of lessons** to ensure knowledge is repeatedly retrieved from long-term memory. Teachers plan and tailor units of work/programmes of study to address specific cohort and individual needs of children.

CROSS-CURRICULAR LINKS

The aim of the Curriculum is to be implemented (where appropriate) in a **cross-curricular fashion**. The Learning Challenge themes have been carefully created, planned and placed together to provide as many links between subjects as possible for each year group but also across the whole school.

This will provide all children with **more opportunities** to develop and apply the skills and knowledge that we have taught them within a variety of different contexts; allowing children to make connections with their learning. Thus, all children will become **more secure in their understanding** and **know and remember more** of not only the Foundation Subjects, but also in Reading, Writing and Maths.

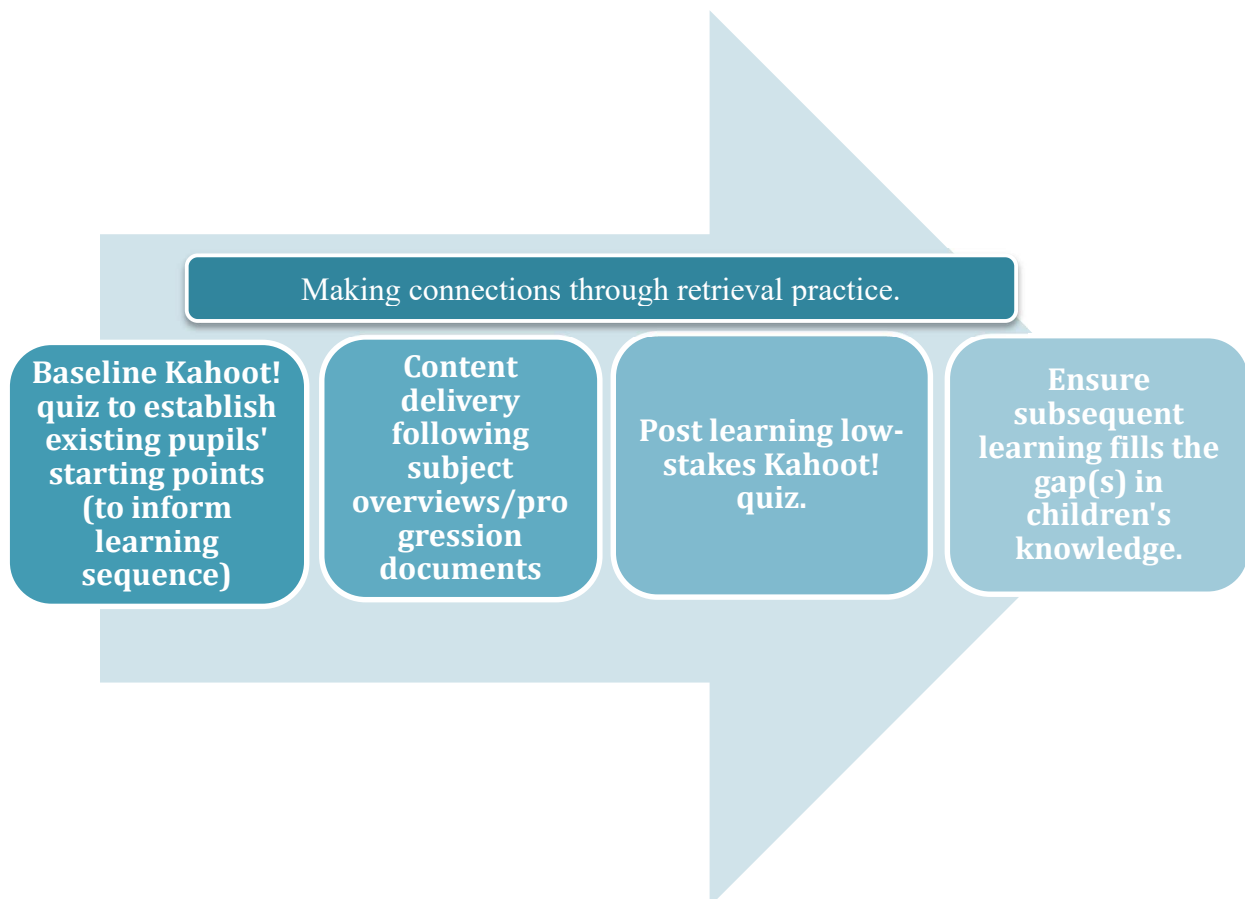
WHY IS CROSS-CURRICULAR TEACHING IMPORTANT FOR THE CHILDREN OF VISION MAT?

Our **curriculum development is based on academic research** and the cognitive science of how children learn. Retrieval practice and opportunities to make connections through cross-curricular links ensure learning is embedded into long-term memory.

Children build up their Cultural Capital by **gaining knowledge** that is of use to them for the rest of their lives and **curriculum enrichment** ensures all children are provided with a **wealth of experiences**. The Trust aims to **develop successful learners with high aspirations** who are **challenged** and know how to make a positive contribution to their community and the wider society.

Cross curricular teaching **does not create a hierarchy between subjects** and therefore Foundation Subjects and Core Subjects are intertwined. We **give equal value to all subjects** in the National Curriculum.

IMPLEMENTATION: THE STRUCTURE OF THE LEARNING CHALLENGE CURRICULUM



ABOVE AND BEYOND THE NATIONAL CURRICULUM

Additional Learning Challenge units that are unique to each school have been developed to ensure full National Curriculum coverage along with links to the locality. For example, 'What puts the great in Greater Manchester?'.

Specialist practitioners enhance the curriculum offer at each school by teaching a range of subjects, such as Music, Physical Education or Computing.

CURRICULUM OVERVIEW

Each school has designed a personalised long-term plan that covers the curriculum. Subject overviews inform medium-term plans which teachers use when planning and delivering each Learning Challenge/unit of work. All overviews use the National Curriculum as a basis to ensure a broad and balanced curriculum and ensure consistency and progression in the coverage of the curriculum from EYFS to Year 6. This creates a clear framework and pathway for teachers to personalise learning to meet the specific needs of the cohort.

ASSESSMENT

All assessment data is treated as formative, whereby educators adapt and amend teaching and learning to the needs of the cohort they teach. Assessment in the Wider Curriculum has been amended this year and involves regular, low-stakes and informal assessment points being trialled across the Trust. Regular retrieval practice supports pupils with making connections and retrieving learning from long term memory.

VISION MAT CURRICULUM: IMPACT

Our ultimate goals are for:

- Our curriculum driver concepts mean that learning takes place over a long period of time; **ensuring that knowledge is stored in children's long- term memory.**
- We **compare pupil progress over time using the key concepts** which provide a clear progression across KS1, LKS2 and UKS2.
- Children are able to **make connections between subjects and can articulate their knowledge of their locality, the world and its history.**
- Pupils to be able to make connections between subjects and can articulate their knowledge of their locality, the world and its history. In other words, pupils remember more and know more.
- Lesson visits, book studies, skill share groups; coaching and mentoring to be used to ensure that expectations are high, and teaching and learning are in line with the principles of our teaching and learning policy.
- Our pupils experience a broad and balanced curriculum and have the knowledge, experiences and skills needed to go on and succeed in their education and life in modern Britain.
- Pupils know, understand and live our core values of: Happy, Challenged, Successful and Proud.