

## **The Ten Strands of Progression**

### **1. The Progression of the 4Cs**

The 'Learning Means the World' Curriculum is underpinned by a whole school focus on four world issues:- Conflict, Communication, Culture and Conservation.

There is a progression (EYFS, KS1, LKS2 and UKS2) within each of the 4Cs, as follows:-

CONFLICT – Sharing, Behaving Responsibly, Keeping the Peace, Stopping Fighting

COMMUNICATION – Listening, Talking Confidently, Exchanging Ideas, Explaining Clearly

CULTURE – Friendship, Respect, Understanding, Tolerance

CONSERVATION – Looking After Things, Being Thoughtful, Developing Global Awareness, Thinking Big

### **2. The Progression of the Skills Ladder**

The Dimensions Skills Ladder provides comprehensive coverage of all skills by Curriculum Area AND by year group. The skills from the Skills Ladder are mapped in with the curriculum themes used in the Dimensions model, making it easy to chart progression and continuity across each phase and within each theme.

The subject skills included under the curriculum areas are particularly helpful for curriculum subject leaders who are looking to monitor progression and continuity across phases and year groups. Subjects included under the curriculum areas are:- Expressive Arts - Art, Dance, Drama, Music

Science and Technology - Design Technology, Computing and Science

Place and Time - Geography, History

Mathematics - Maths Communication – English, MFL, ICT

Health and Wellbeing - Physical Education, Personal Wellbeing

Faith and Community – R.E. and Citizenship

### **3. The Progression of Knowledge Building**

Knowledge Building involves using our carefully planned progression of knowledge to ensure breadth and greater depth of learning within a subject.

Based on six distinct learning pillars for each subject, the knowledge builds on (EYFS, KS1, LKS2 and UKS2), using progressive cognitive blocks, linked to each pillar. These are then further applied to each history, geography and science theme in the form of knowledge statements that increase in complexity through the phase.

### **4. The Progression of the Learning Lexicon**

The Learning Lexicon is a progression of essential generic learning vocabulary that is mapped into each year group from Pathfinders 1 to Navigators 1. The vocabulary is embedded through specific themes and there is an overview in 'The Big Picture' folder.



## **5. The Progression of the Learning Pathways**

These are the four age groups (3-5, 5-7, 7-9, 9-11) with designated age-appropriate Learning Traits, which are worked out through the Thematic Units. Each Learning Pathway Trait has related skills are deemed to be 'soft skills', as opposed to subject specific skills, and are progressive across the Learning Pathways:- Explorers > Pathfinders > Adventurers > Navigators.

## **6. The Progression of the Concept Flow**

Each concept is carefully placed into a sequence within the core subject(s) of each Thematic Unit. This sequence is called the Concept Flow and it allows learners to access prior knowledge and build on their learning. Concept Flows are both progressive (easiest to most difficult) and logical.

## **7. The Progression of the Learning Sequence**

This is the arrangement of activities and learning experiences organised into a coherent progressive sequence, allowing learning to be built on and re-visited through the integration of subjects over the course of the theme.

## **8. The Progression of Time Machine**

Time Machine is a system that encourages recall by enabling pupils to travel through time to revisit prior learning, with the aid of short animated film clips. The Time Machine documents, supplied with each Thematic Unit, point to prior learning, so teachers can easily access that, and indicates subsequent linked learning that will take place in the next Learning Pathway.

## **9. The Progression of Subject Vocabulary**

Subject domain vocabulary is systematically taught and built upon across all the Learning Pathways.

## **10. The Progression of the Big Ideas**

There are two big ideas of 'Leadership' and 'Discovery'. These strong threads help to develop this curriculum sequence diagonally, as well as horizontally and vertically, through multi-disciplinary learning.

