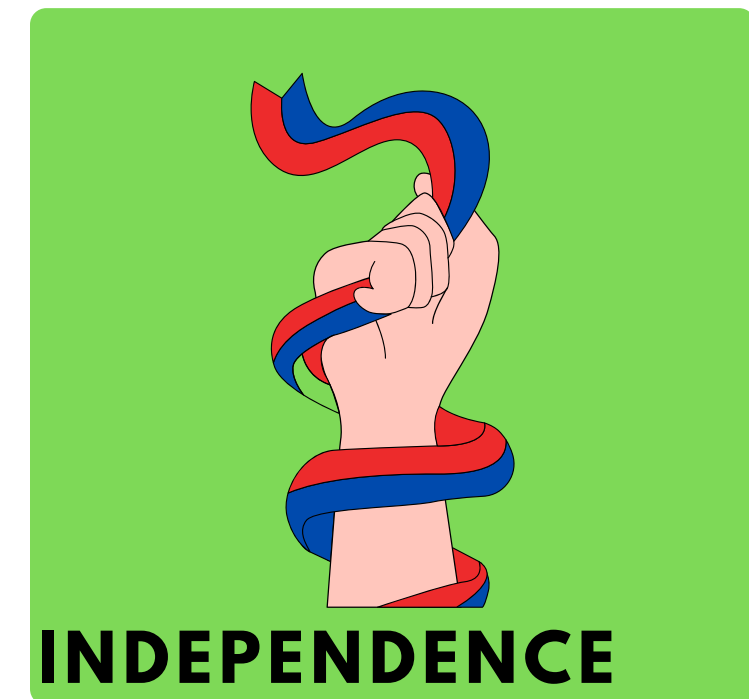
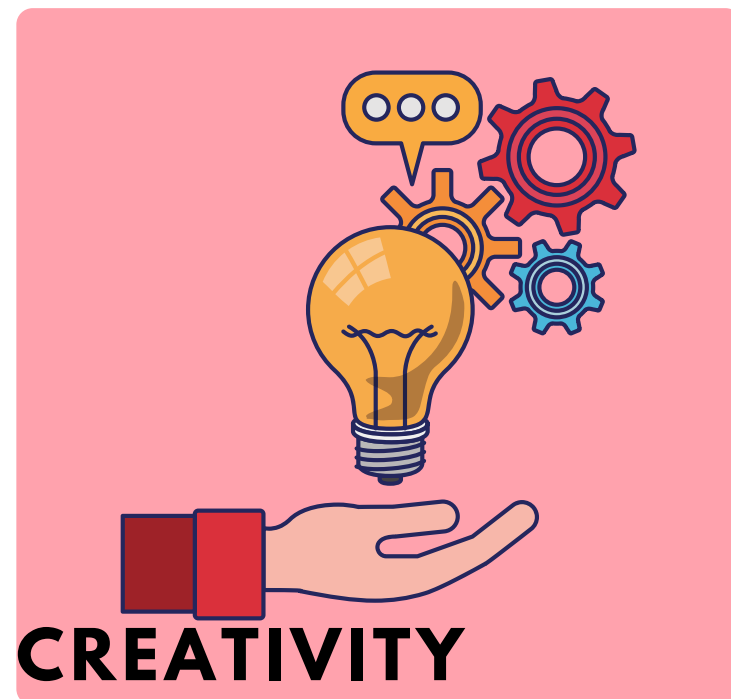
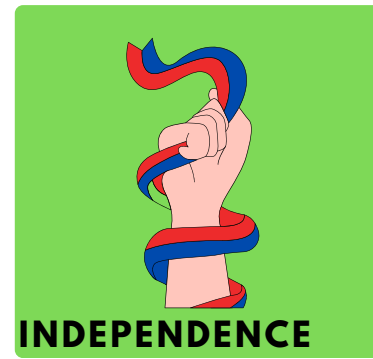
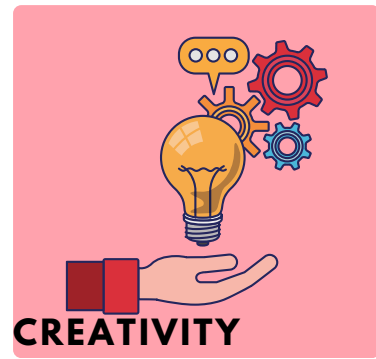


Key Concepts



What are they and how are they used

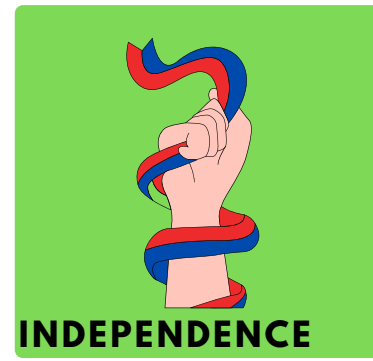
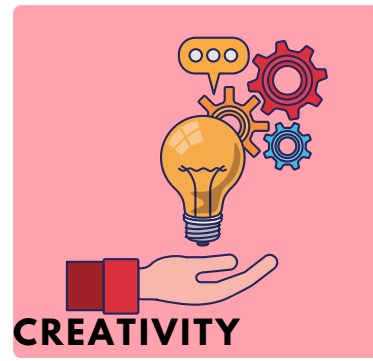


Excellence - Equity - Evolution - Believe - Achieve - Aspire

Key Concepts

At St Buryan Academy we have developed four key concepts that run through each of our subjects and curriculum. These - alongside our Trust's values of 'The 3 Es: Excellence, Equity, Evolution' as well as our own ethos: Believe, Achieve, Aspire - are at the heart of our teaching and learning. Our curriculum aims for maximum progression throughout a child's time at our school, through repeated concepts children's retention from year to year is amplified; this, therefore, allows learning to be expanded and built upon.

Our Key Concepts of 'Creativity, Confidence, Collaboration and Independence' are entwined within our curriculum - opportunities for these skills to develop are provided in each lesson whilst each subject's unique concepts are the threads in which our learning is delivered and will be referred to in each subject as we aim to instil these core themes within each subject.



Excellence - Equity - Evolution - Believe - Achieve - Aspire

Key Concepts

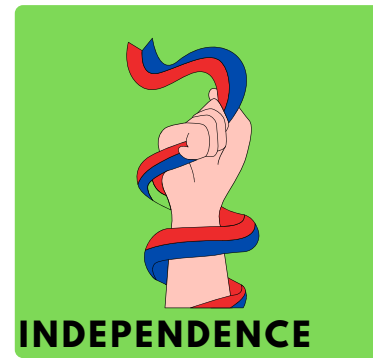
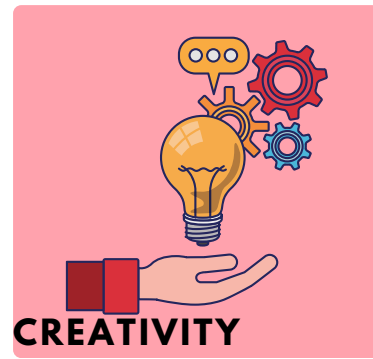
Our Journey

In 2022 we began to look at our recently formed curriculum, how we could further tailor it and progress it to fulfil our expectations and ambitions; as well as providing our children with the skillset to succeed and develop their knowledge.

By threading 'key concepts' through our curriculum, it allows our children to relate their knowledge year-on-year, link their learning, enables staff to track learning in key concepts and supports children to transfer knowledge from working memory to long-term memory. It also allows children to see the development in their learning within a concept as they progress through the school.

The implementation of our key concepts is based upon research that shows repetition of knowledge is essential to retention of learning.

Learning is a change to long-term memory → Repetition is required for long-term retention → Developing knowledge means the more one has, the easier it is to learn and remember



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Key Concepts

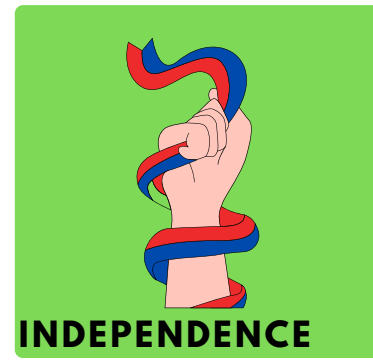
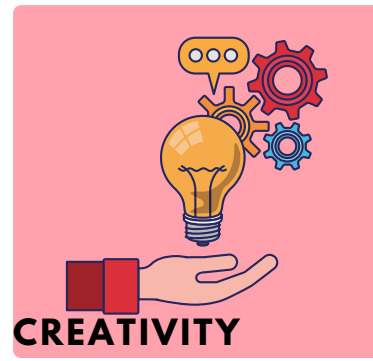
Next Steps

Our ambition is that our Key Concepts run through our planning, teaching and learning, school environment and vocabulary on a daily basis. It is important that all staff promote this and children then begin to recognise these in order for knowledge and skills to be developed.

We expect to see our implementation of key concepts follow this path:

- to be included within progression documents and planning*
- to be used as vocabulary by teachers and all other staff*
- to be used visually within lesson delivery and modelling*
- for children to respond to these and be used as part of their discussions*
- to be used within school displays*
- to be used within lesson resources*

Learning is a change to long-term memory → Repetition is required for long-term retention → Developing knowledge means the more one has, the easier it is to learn and remember



Excellence - Equity - Evolution - Believe - Achieve - Aspire

Key Concepts

What it will look like

Although our four general key concepts (above), are integrated into our day-to-day practice and should be noticeably celebrated with opportunities to develop these skills in each of our lessons, our subject-specific key concepts must be threaded through the curriculum. As an example:

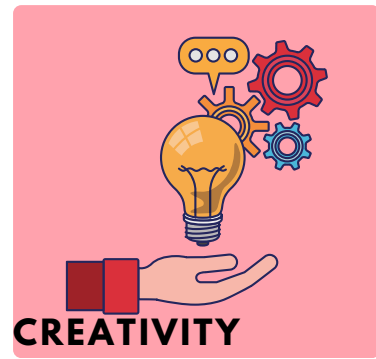
In Geography, in order to achieve the desired outcomes around the study of a locality, the key concepts that would need to be strengthened would be: Location, Physical Features, Human Features, Physical Processes, Human Processes, Techniques (map reading).

In a History example, the key concept of 'Artefacts' may be evident in each year group and relatable to children through the following focuses: Toys (LKS1), Romans (LKS2), World Wars (UKS2).

As a DT example, children may begin to make cross-curricular links. For example, when looking at the Key Concept: Materials, tools and components - which will occur when designing a product - the child may be able to make links to learning within science.

Through the year groups, the depth of the key concept progresses. Looking at the History example, it may be that the 'Artefacts' are initially primary artefacts, developing to secondary or a wider range of examples before beginning to develop deeper thinking and linking what the artefact may to us as historians.

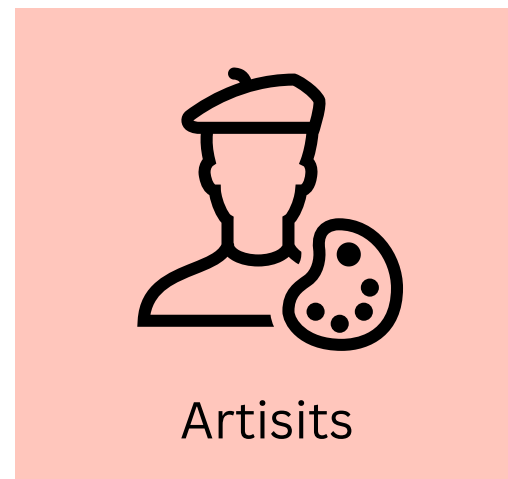
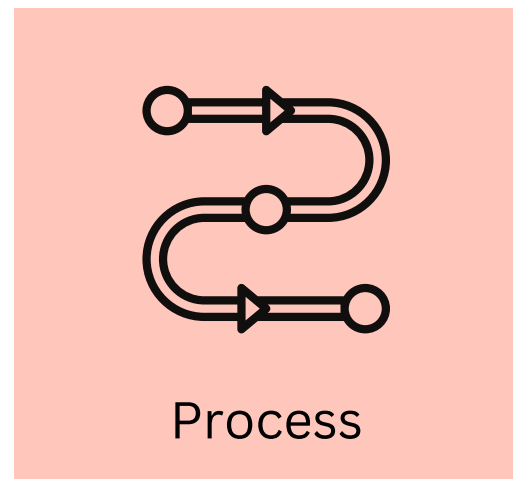
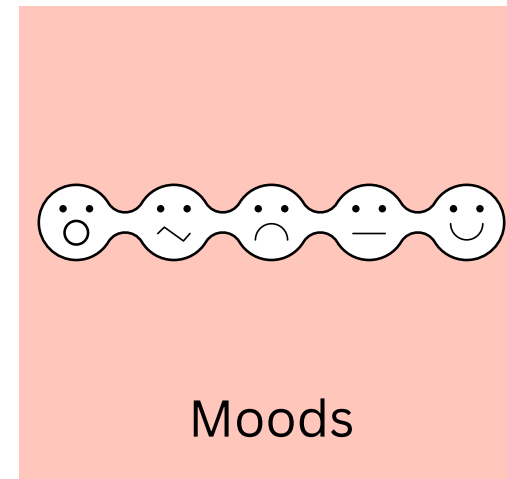
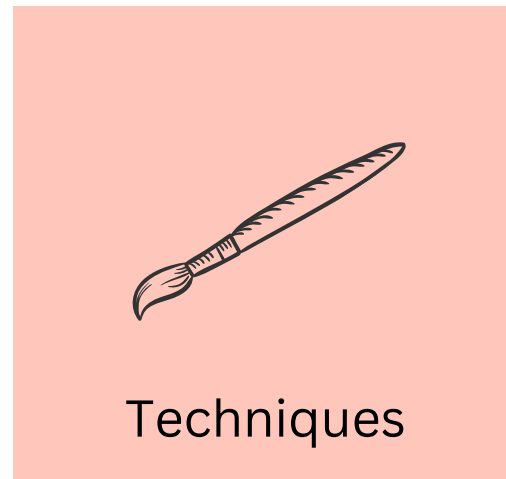
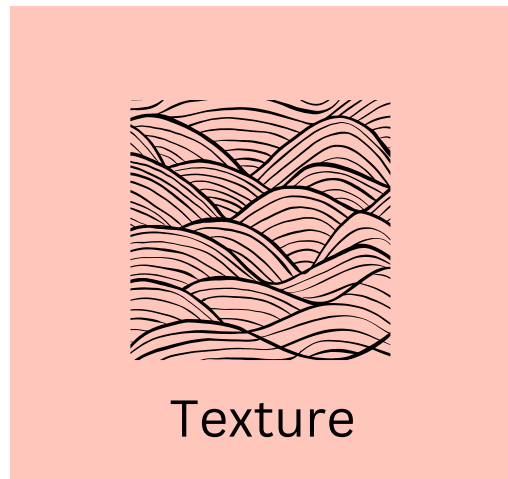
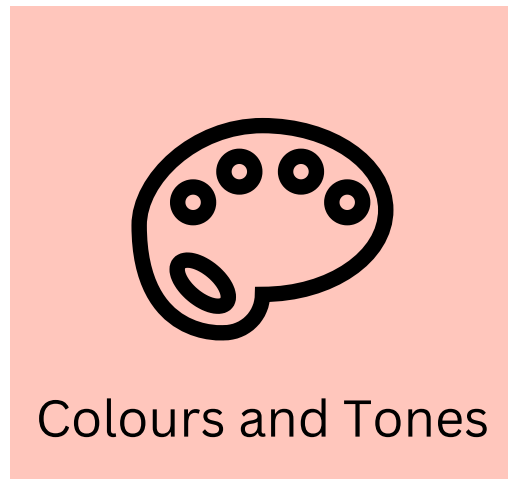
Learning is a change to long-term memory → Repetition is required for long-term retention → Developing knowledge means the more one has, the easier it is to learn and remember

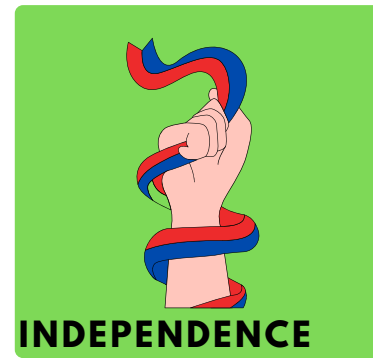
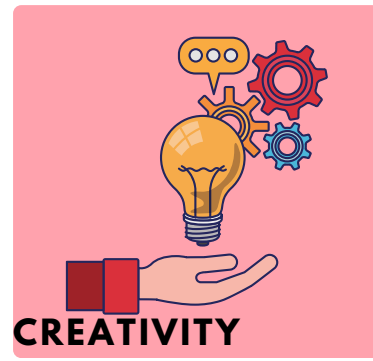


Excellence - Equity - Evolution - Believe - Achieve - Aspire

Key Concepts

Art

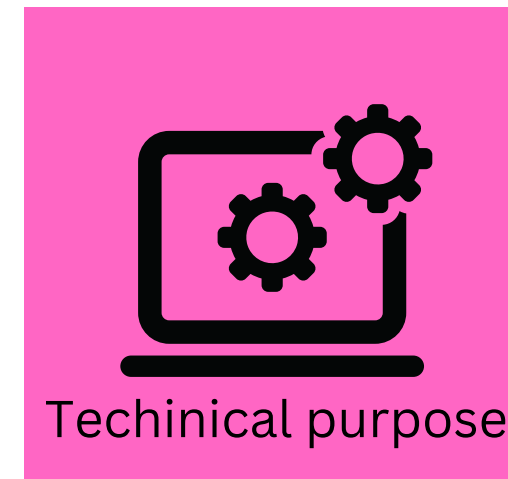
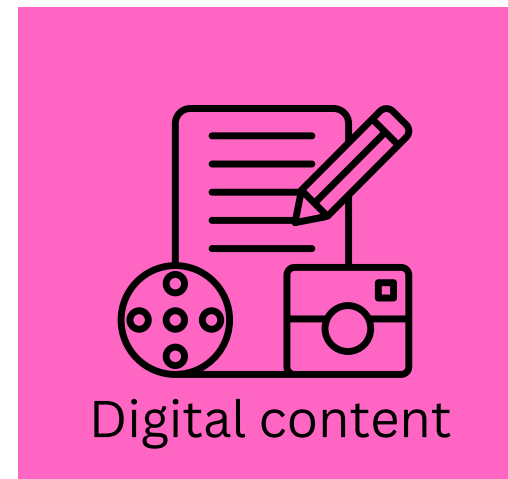


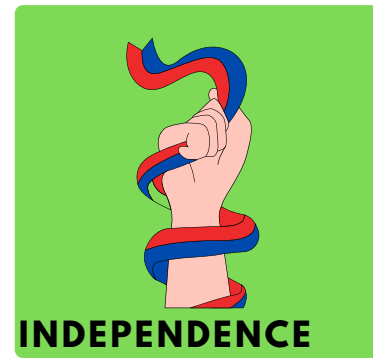
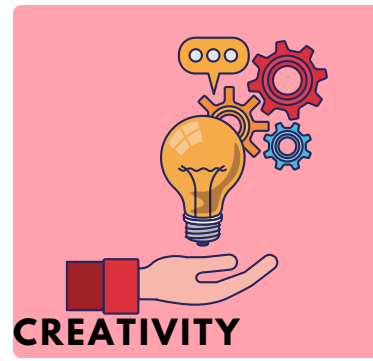


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Key Concepts

Computing

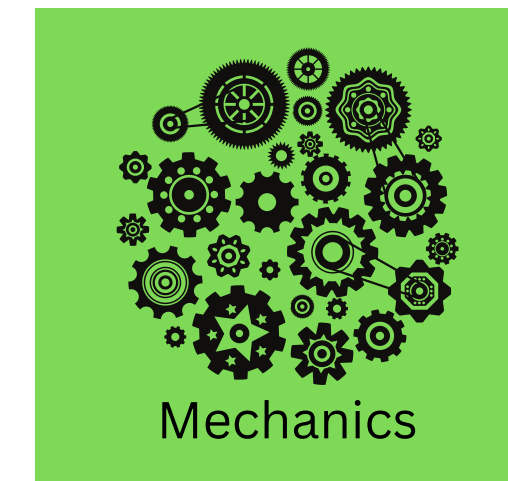
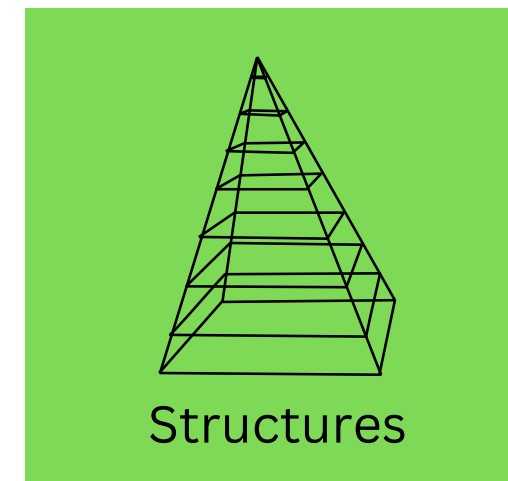
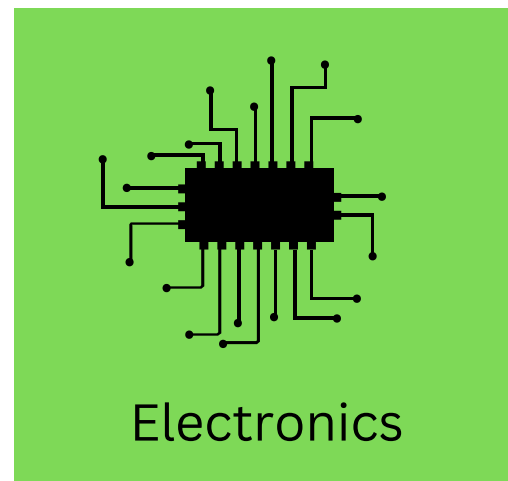


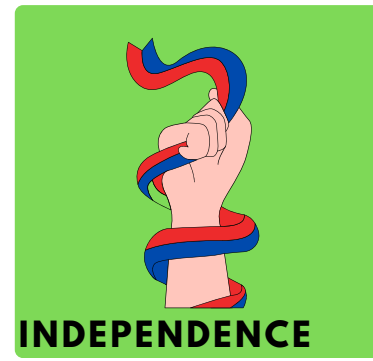
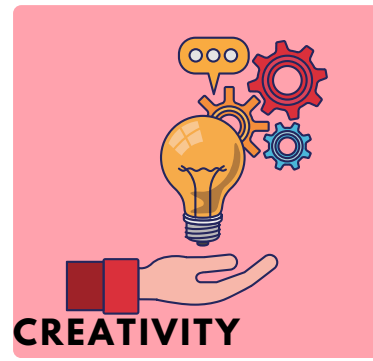


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Key Concepts

Design and Technology

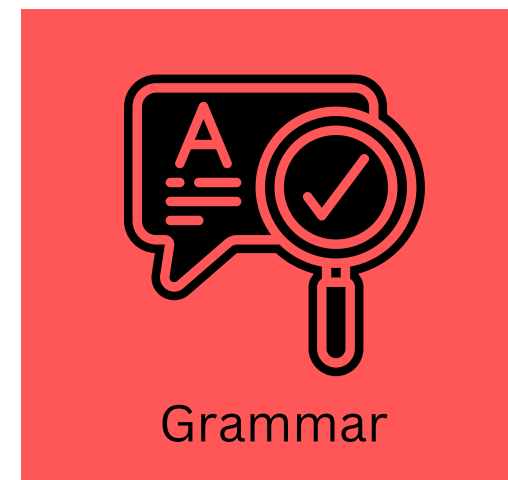
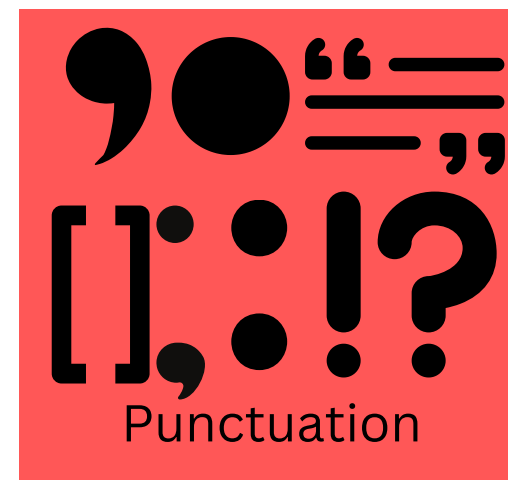
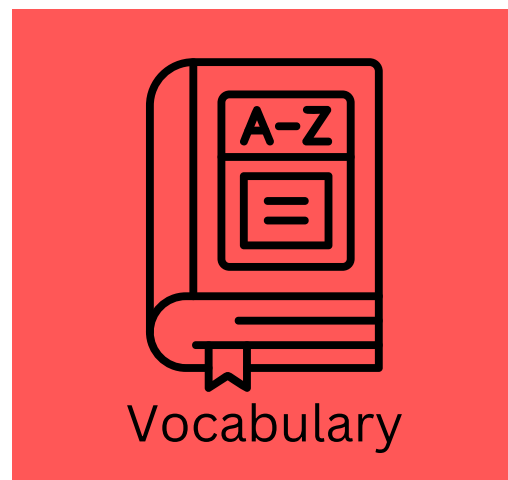
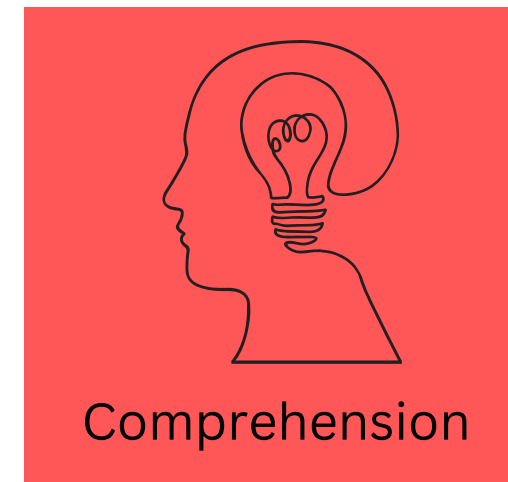


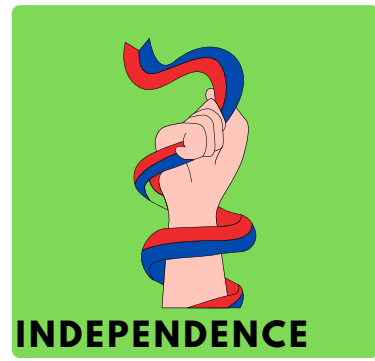
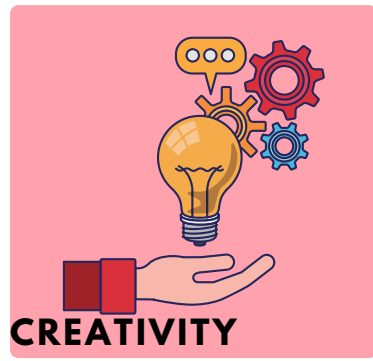


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Key Concepts

English

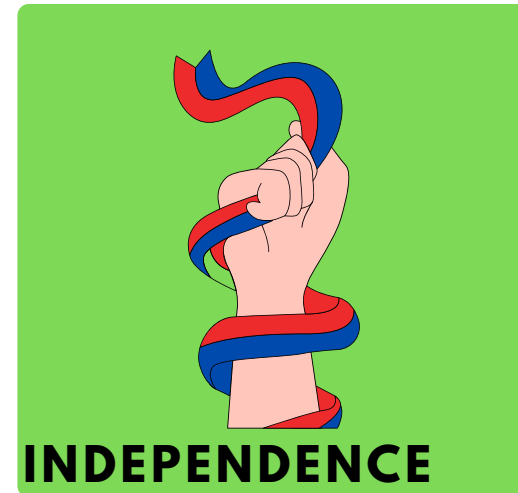
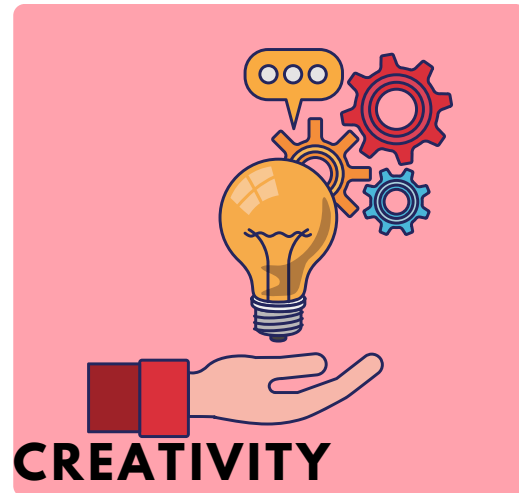


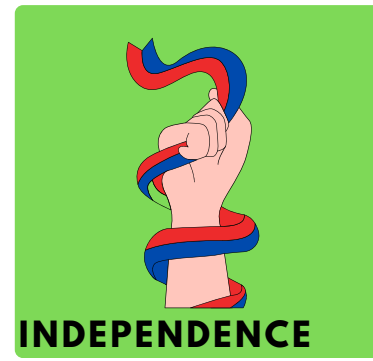
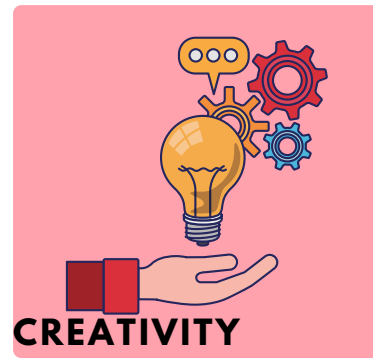


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Key Concepts

Forest School

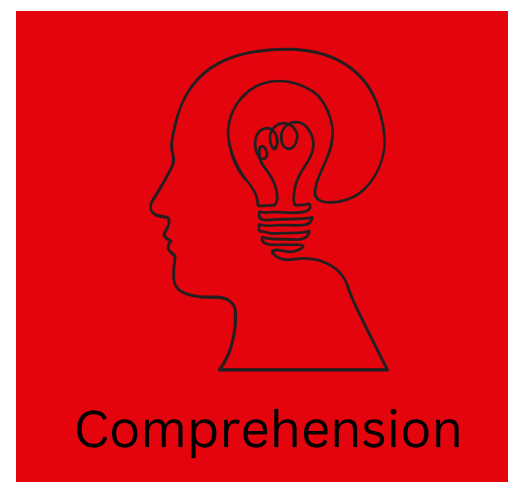
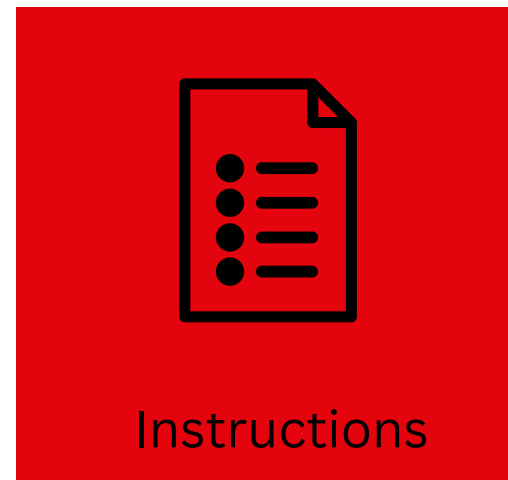


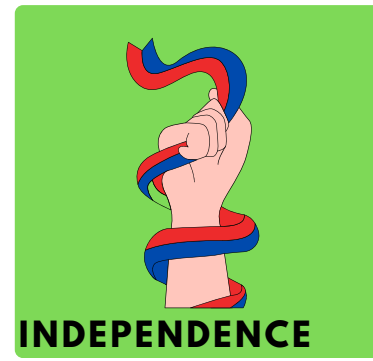
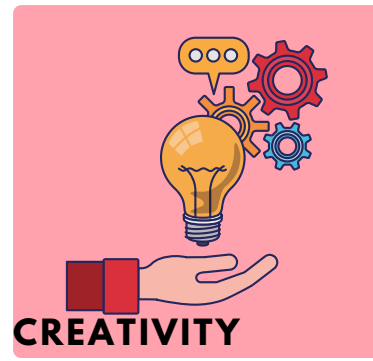


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Key Concepts

French

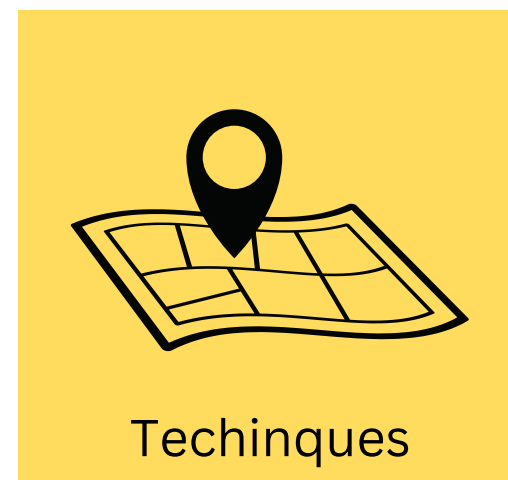
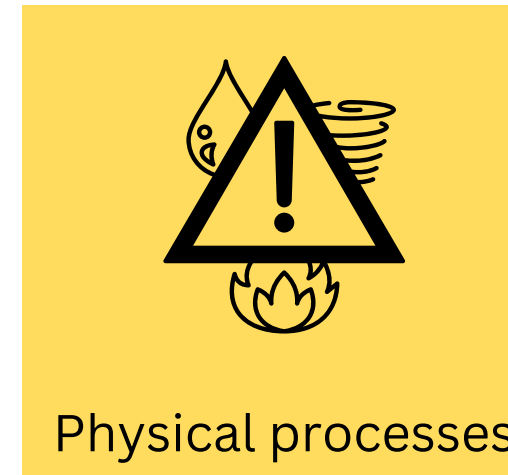
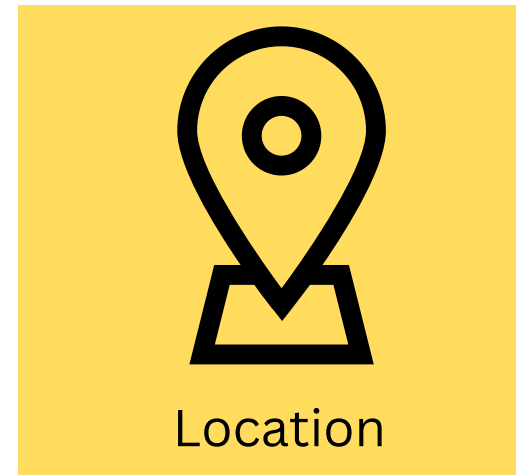


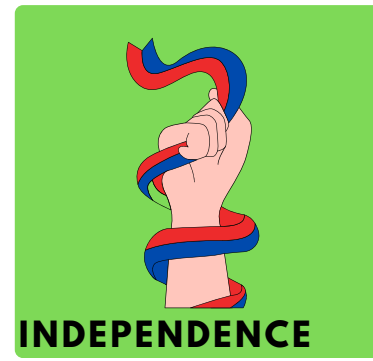
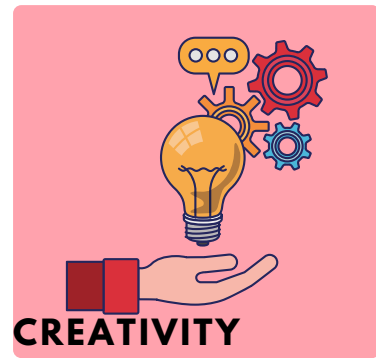


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Key Concepts

Geography

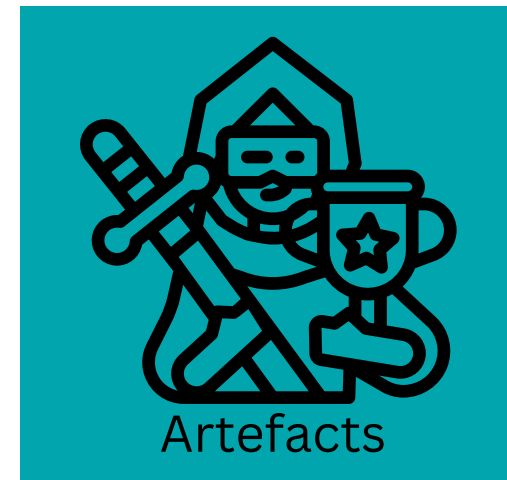
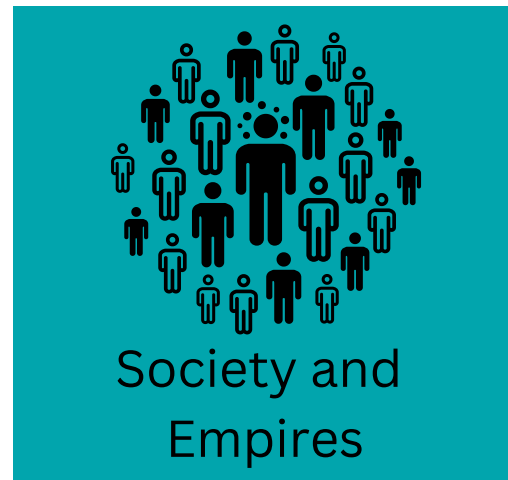
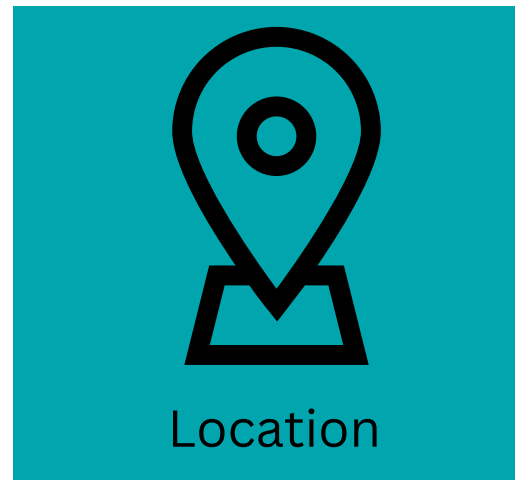


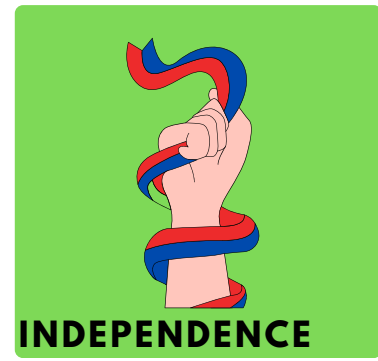
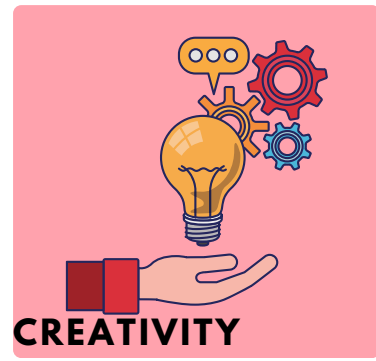


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Key Concepts

History

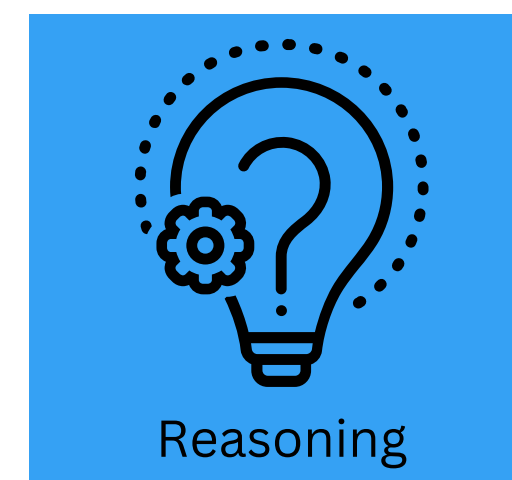
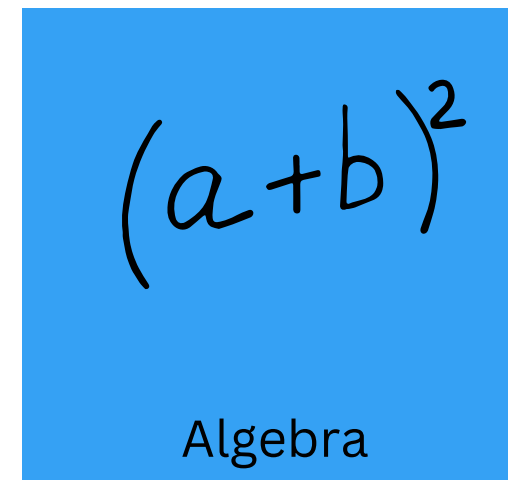
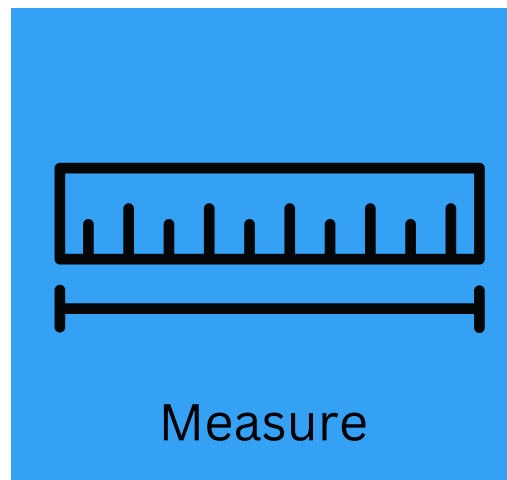
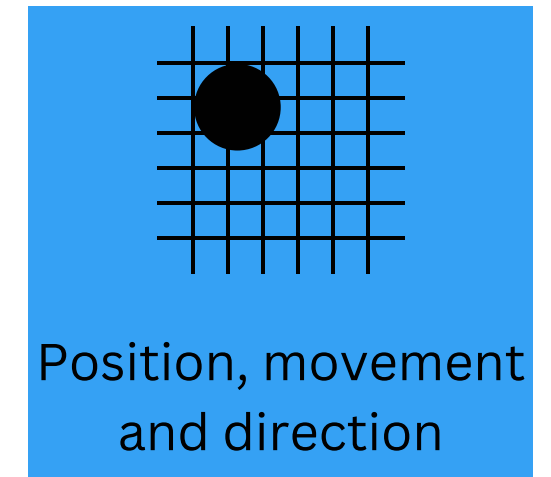
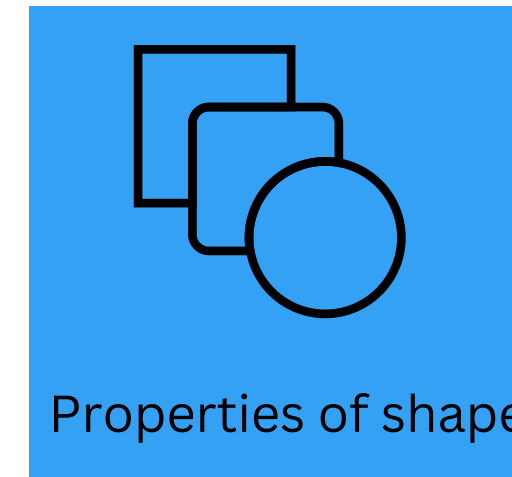
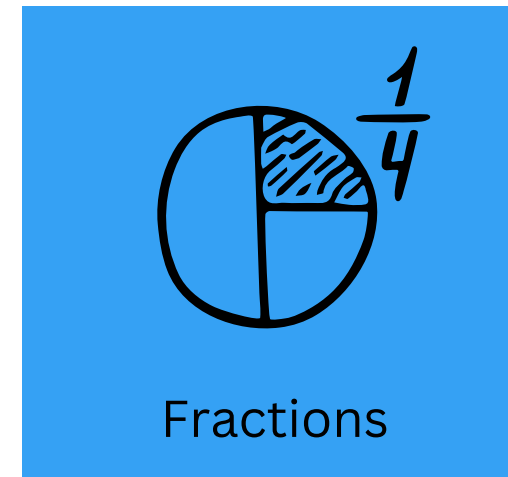
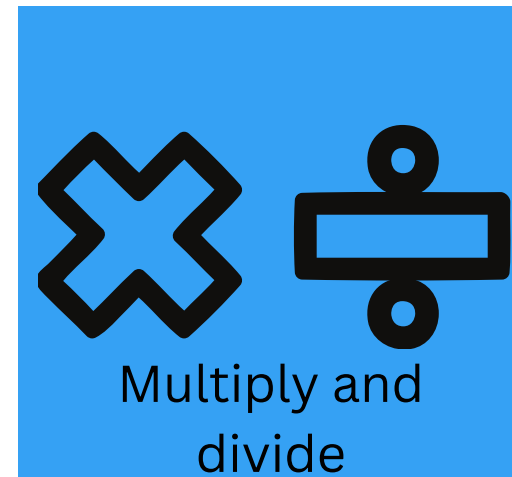
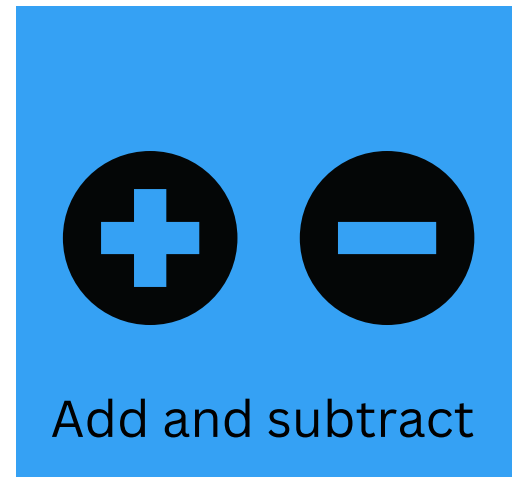
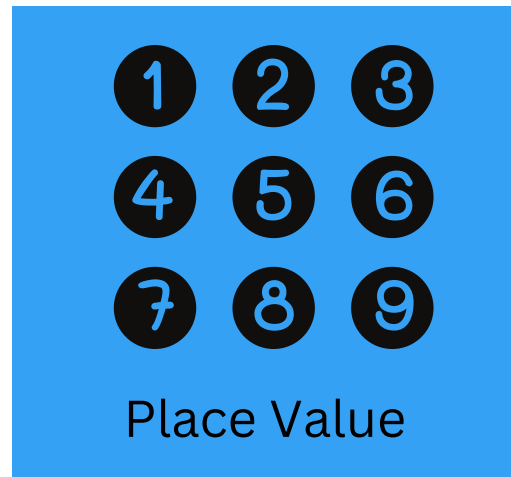


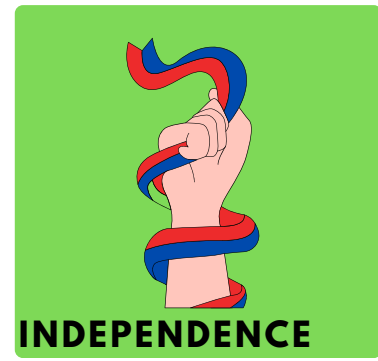
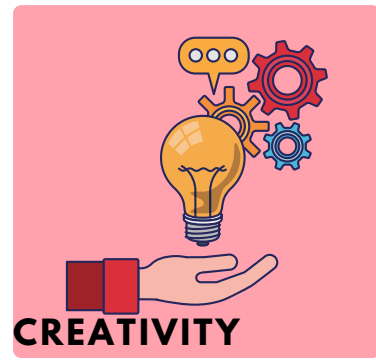


Excellence - Equity - Evolution - Believe - Achieve - Aspire

Key Concepts

Maths

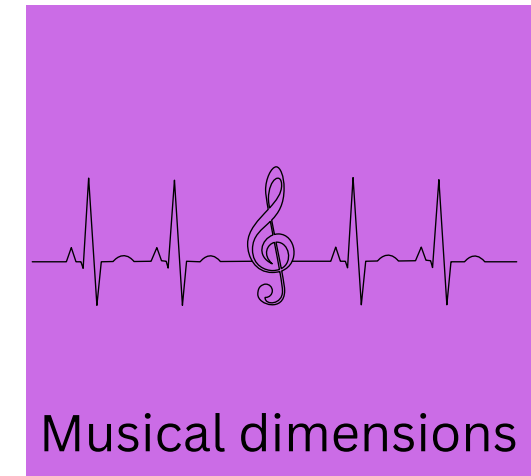


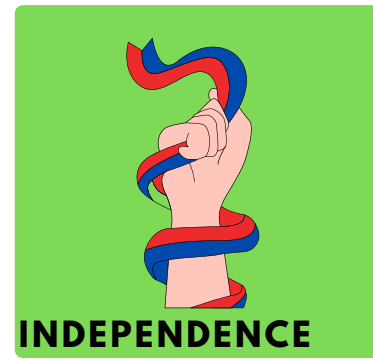
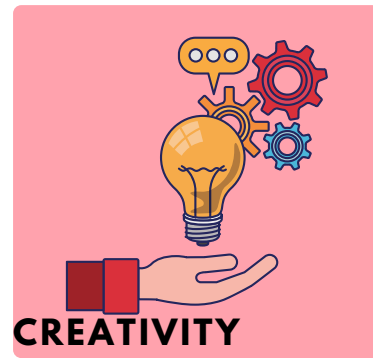


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Key Concepts

Music

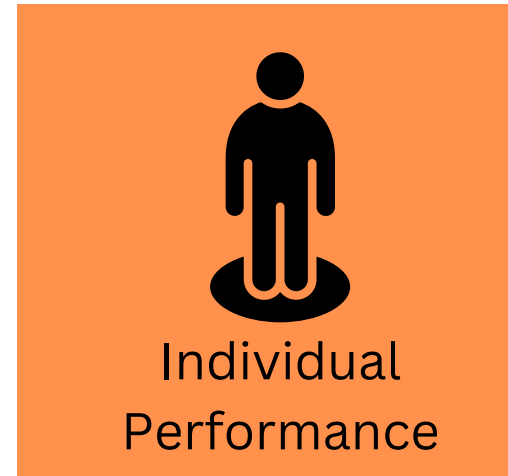
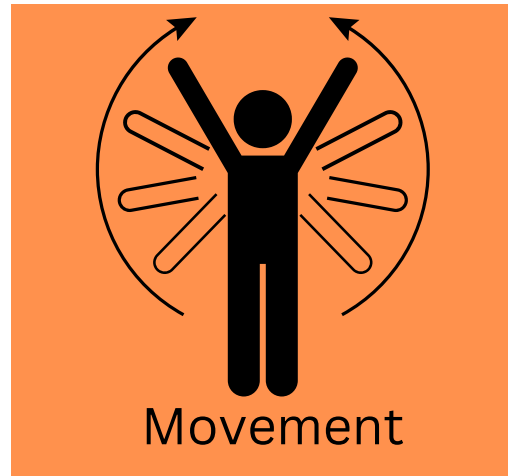


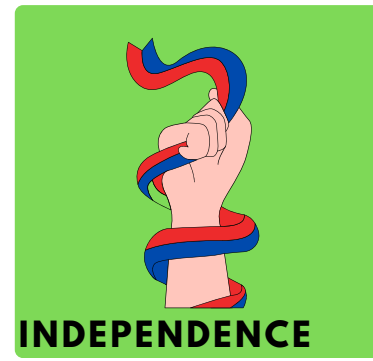
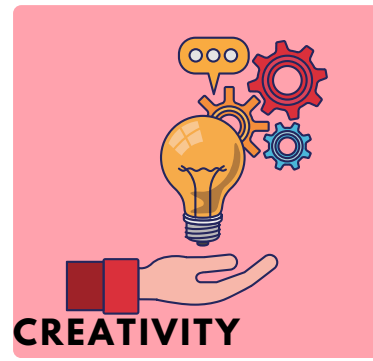


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Key Concepts

Physical Education



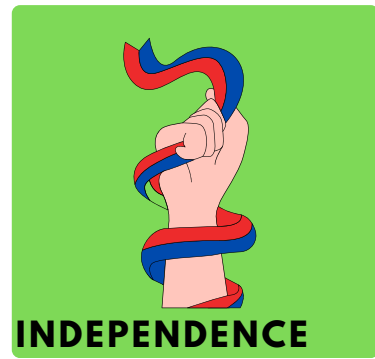


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Key Concepts

Religious Education



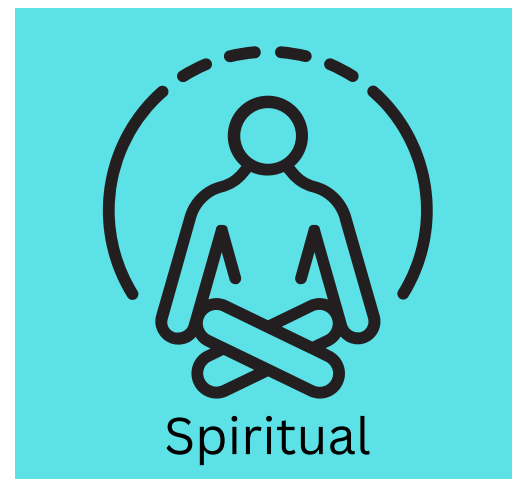
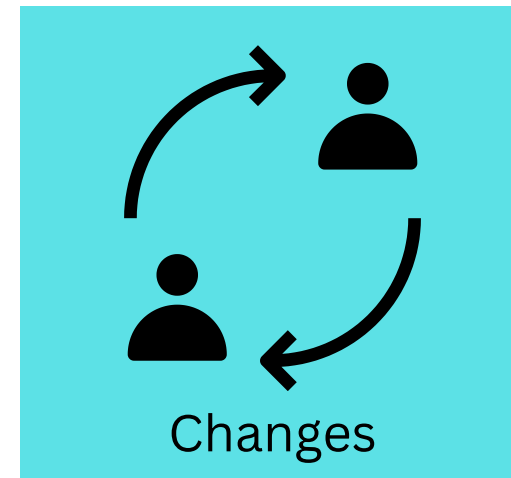
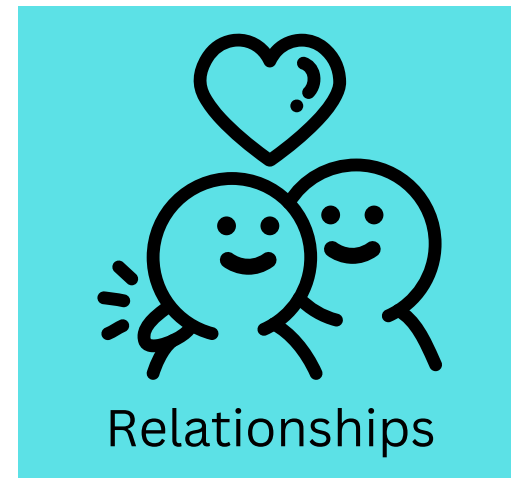
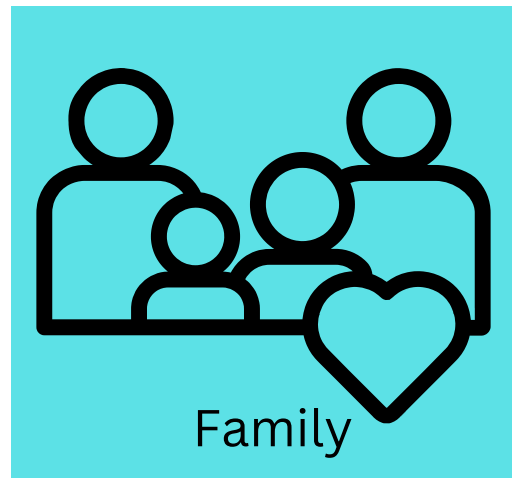


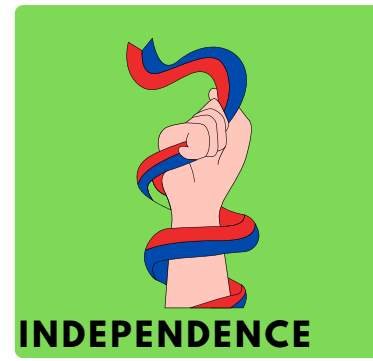
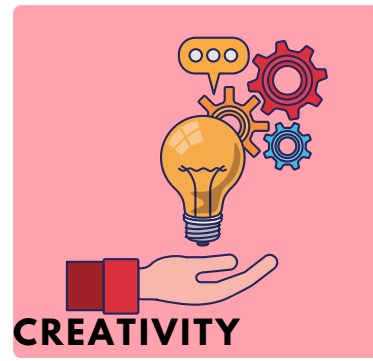
Excellence - Equity - Evolution - Believe - Achieve - Aspire

Key Concepts

PSHE:

Relationships Social Health Education Spiritual, Moral, Social and Cultural Development





Excellence - Equity - Evolution - Believe - Achieve - Aspire

Key Concepts

Science

