

Scheme of Learning

Subject:

Unit:

Year:

Unit Objectives:		Length of Unit/No. of Hours:
Rationale and Context for Unit: <ul style="list-style-type: none"> What prior learning does it build on? What future learning does it underpin? Why is it worth teaching this content? Why is it taught in this order? Sequencing 	Specific Core Knowledge and Skills: <ul style="list-style-type: none"> What are the key knowledge and skills that will be taught through this scheme? Identify new learning. How will those skills and this knowledge be applied here and in the future? 	Key Words/terminology: <ul style="list-style-type: none"> Key words and terminology that must be learned.
Challenge: <ul style="list-style-type: none"> How and where will students be stretched and challenged through this scheme? How is this scheme ambitious at all levels? 	Support Strategies: <ul style="list-style-type: none"> What further support may students or groups of student require to access the learning within this scheme? SEND/PP 	Common Misconceptions: <ul style="list-style-type: none"> What are the common misconceptions within this scheme and how can they be addressed?
Cross Curricular Links and CIAG: <ul style="list-style-type: none"> Are there clear links (where learning underpins and reinforces each subject) to a variety of other subjects? Where are the best opportunities to embed CIAG? 	Opportunities for Spiritual, Moral, Social and Cultural Development: <ul style="list-style-type: none"> Where and what are the opportunities for Spiritual, Moral, Social and Cultural Development? 	Development of Literacy and Numeracy: <ul style="list-style-type: none"> What opportunities and where in the SOL are the opportunities to develop literacy and numeracy? Opportunities for learning and extended writing.
Assessment Timeline: <ul style="list-style-type: none"> How are knowledge and skills going to be assessed through this unit? What will be the timings of assessments? What criteria is being used and how will they be moderated? Are the assessments also assessing prior knowledge? (cumulative) How will assessments inform future planning and monitor progress? 		
Homework: <ul style="list-style-type: none"> What homework is being set and how does this link to learning? Homework task should be consistent across the scheme? Where will they be set? Consider workload in other year groups. Each homework task should include guidance on the amount of time it should take 		
Feedback: <ul style="list-style-type: none"> What tasks, homework or assessments will require written feedback that requires action/improvements from students? This must be consistently applied across the subject. Is this consistent with the subject feedback policy? 		

Template Structure

This provides a guide for how the structure of a scheme could look. These are minimum expectations that should be included on a scheme to ensure consistency of its implementation. Details of the assessments and homework should be provided as well as stipulating which tasks will require written, so that these are clear for all colleagues. Some subjects may wish to provide further breakdown for each lesson or add to this structure as appropriate.

Lesson	1	2	3	4	5	6	7	8
Lesson Objectives								
Resources (provide link)								
Assessment								
Homework								
Feedback (identify where written feedback will be provided)								

Points to Consider in planning Scheme of Learning:

- *Mastery – strategies to embed learning from working memory to long term memory*
 - *How will the scheme consider cultural capital and provide enrichment opportunities for all students*
 - *How should the scheme be adapted for different groups?*
 - *Include wider reading material for all year groups*
- Link to Resources:*
- *Can lesson resources be signposted so that they are available to all staff?*
 - *Add links to where resources can be found*

Prepared

Ambitious

Inquisitive

Resilient

Collaborative

Imaginative

Respectful