



## Breadth and depth in our 'mastery' curriculum

The content is delivered to ensure breadth – all children to experience fully across the whole curriculum.

To develop mastery:

Repeat the content as many times as necessary to ensure pupils are fluent in everything by the end of the key stage.

No set 'rate' of progress: as long as pupils are fluent in everything by the end of the key stage they are meeting expectations.

Depth may be described as:

### **Basic**

Low level cognitive demand.

Involves following instructions.

### **Advancing**

Higher-level cognitive demand beyond recall.

Requires application involving some degree of decision making.

### **Deep**

Cognitive demand involves non-standard, non-routine, inter-connected, multi-step thinking in problems with more than one possible solution.

Requires reasoning and justification.

Increasing understanding by gradually moving through cognitive domains.

Our curriculum is carefully organised for depth.

**We define progress as: The widening and deepening of essential knowledge, skills, understanding and behaviours.**

To do this ensure pupils don't merely cover the curriculum but repeat it over and over - each time return to areas they gain a deeper and more insightful understanding of the skills and processes within subjects. We refer to the 'cognitive domains' of **Basic, Advancing and Deep** learning to describe the nature of progression. This involves changing the nature of thinking rather than just acquiring new knowledge.

Below is a table that shows the nature of learning in each cognitive domain.

Cognitive Domain	Type of thinking	Types of activities
Basic	Low level cognitive demand. Involves following instructions.	Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.
Advancing	Higher-level cognitive demand beyond recall. Requires application involving some degree of decision making.	Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.
Deep	Cognitive demand involves non-standard, non-routine, inter-connected, multi-step thinking in problems with more than one possible solution. Requires reasoning and justification.	Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.