



**Axbridge**  
C of E Academy

Together We Inspire, Thrive & Excel

# Axbridge C of E Academy Curriculum Approach

Updated February 2025

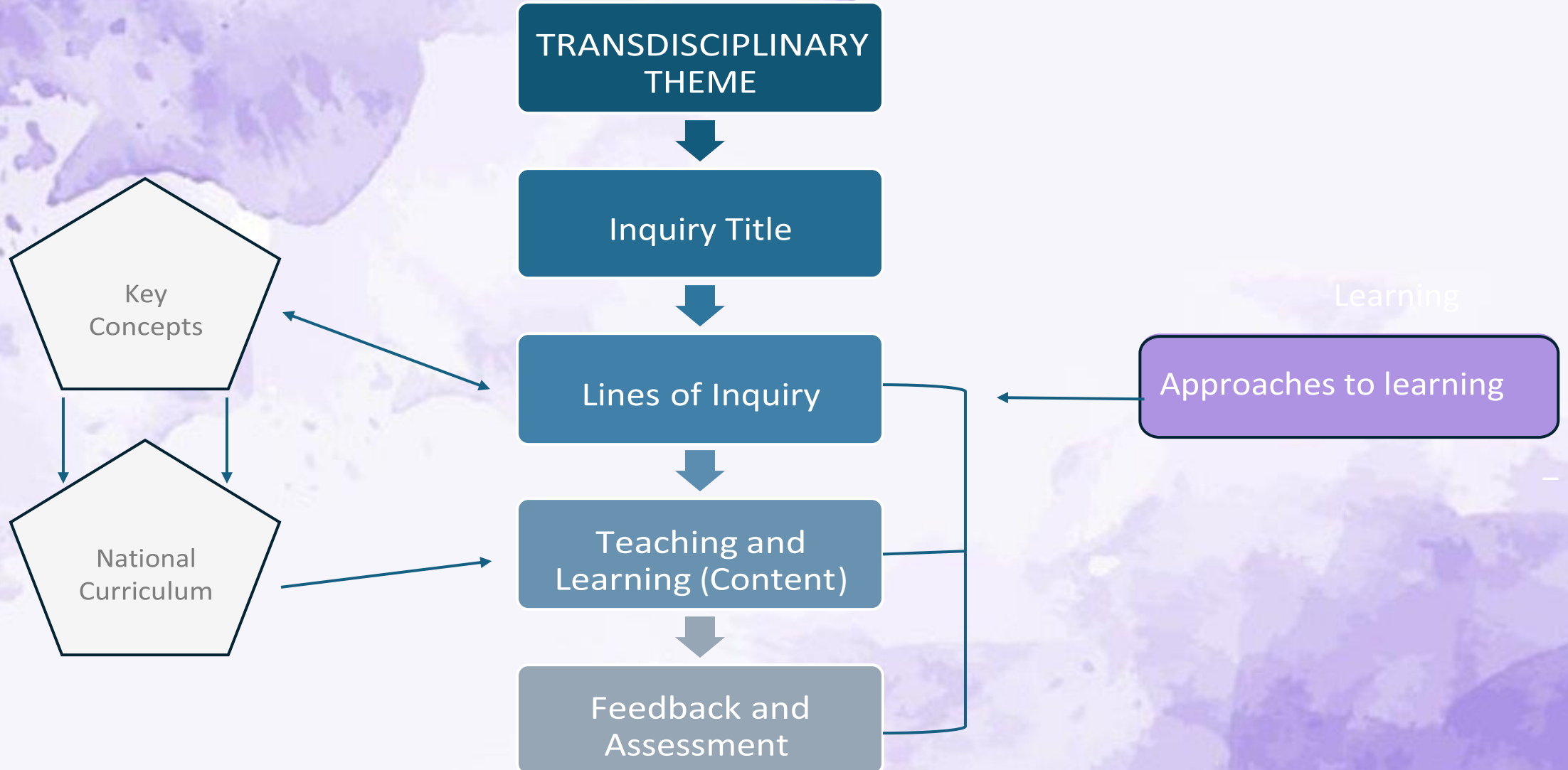
# WLT Inquiry Curriculum Framework

The WLT Inquiry Framework is a transdisciplinary curriculum framework that offer authentic learning experiences

Pupil Agency: Voice – Choice - Ownership

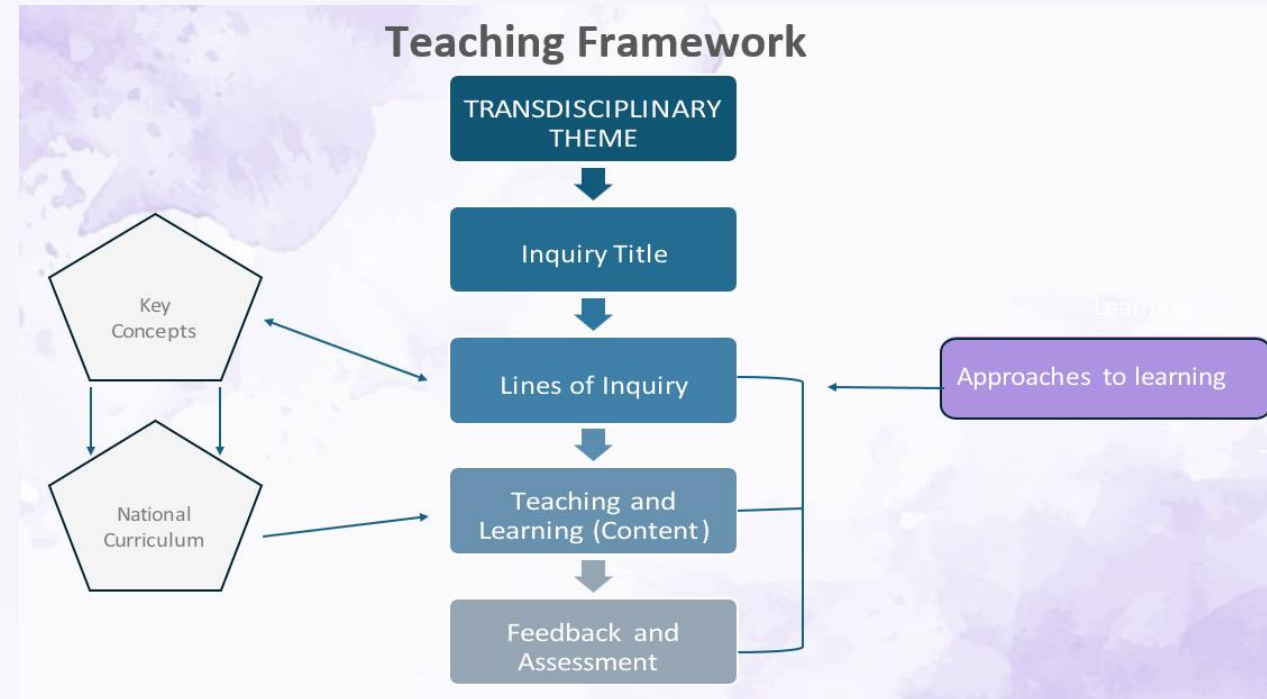
Transdisciplinary Themes	Approaches to Learning	Action	Key Concepts	Related Concepts	Global Perspective
<ul style="list-style-type: none"><li>• <b>Humankind</b> and Ourselves</li><li>• Culture and Diversity</li><li>• Exploration and Discovery</li><li>• Community and Citizenship</li><li>• Expression and Creativity</li><li>• Humankind and <b>Ourselves</b></li></ul>	<ul style="list-style-type: none"><li>• Thinking</li><li>• Research</li><li>• Communication</li><li>• Social</li><li>• Self-Management</li></ul>	<ul style="list-style-type: none"><li>• Personal or Collective:</li><li>• Participation</li><li>• Advocacy</li><li>• Social Justice</li><li>• Social Entrepreneurship</li><li>• Lifestyle Choice</li></ul>	<ul style="list-style-type: none"><li>• <b>Form</b> – what is it like?</li><li>• <b>Connection</b> – How is it connected to other things?</li><li>• <b>Function</b> – How does it work?</li><li>• <b>Perspective</b> – What are the points of view?</li><li>• <b>Causation</b> – Why is it like this?</li><li>• <b>Responsibility</b> – What is our responsibility?</li><li>• <b>Change</b> – How is it changing?</li></ul>	<ul style="list-style-type: none"><li>• Subject specific concepts related to the inquiry</li></ul>	<ul style="list-style-type: none"><li>• Global Engagements e.g. UN Sustainable Development Goals</li><li>• Intercultural Understanding</li><li>• Multilingualism</li><li>• Community</li></ul>

# Teaching Framework



# Transdisciplinary Themes

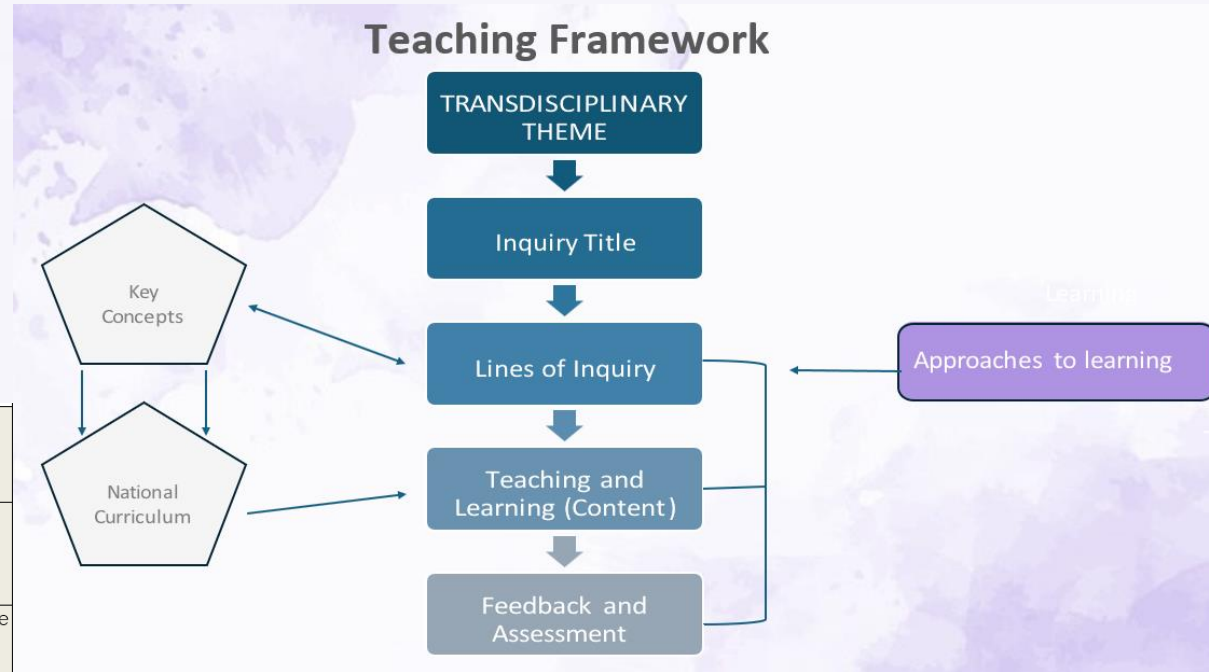
Transdisciplinary themes provide children with authentic learning experiences that are not confined to the boundaries of traditional subjects. Although subjects play an important role in learning, inquiry learners explore realworld problems by going beyond subject boundaries. Children have opportunities to reflect on the significance of their learning to take meaningful action in their community and the wider world.



# Inquiry Title

The Inquiry Title gives an overview of the learning that will be taking place over the unit of inquiry. It should challenge and extend children's prior knowledge and integrate conceptual understanding and factual knowledge. Below is an example of inquiry titles from Reception through to Year 4.

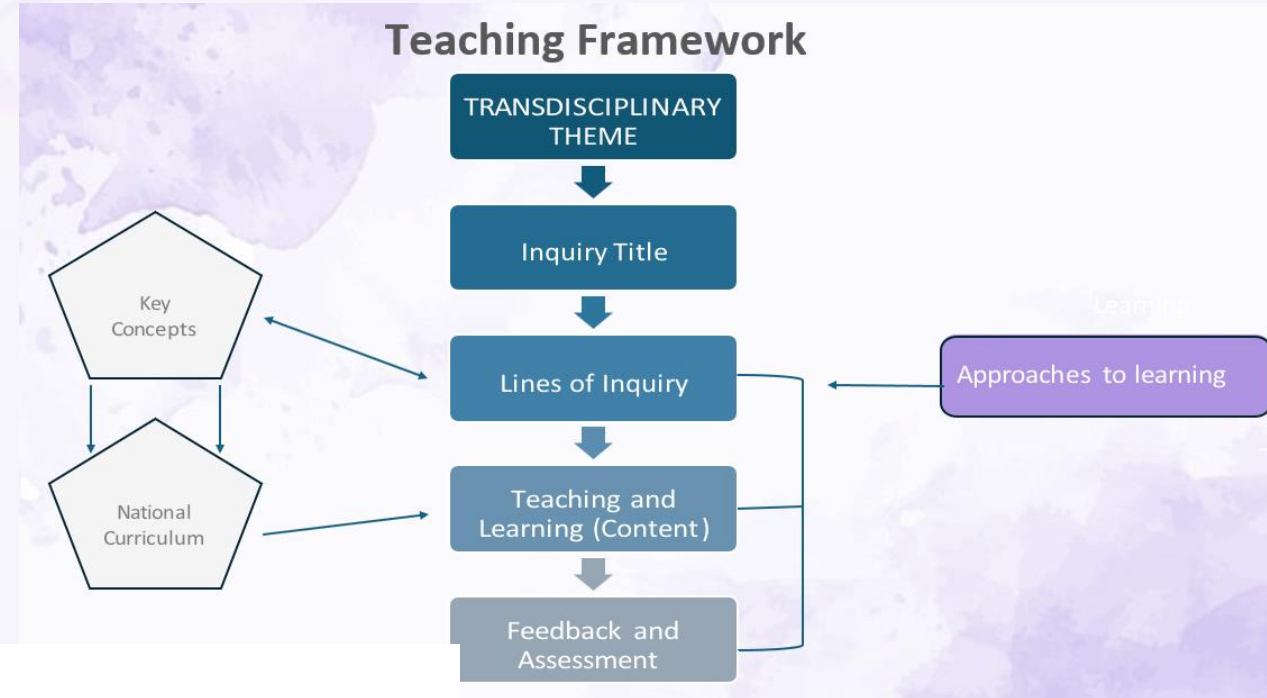
Topics	Reception	Magnificent Me!	What's around me?	Why is the world special?	Let's Explore	Can you imagine?	How are we changing?
	Year 1	Who are we?	Where do we live?	What is our Community?	Let's go on a Journey	What is the natural world?	What have we discovered?
	Year 2	How do animals and humans live alongside each other?	What is the UK?	How have inventions changed communities?	What can we discover by exploring?	What is the impact of our climate?	How does where we live affect how we live?
	Year 3	How does the Earth move and change?	Why have humans changed through time?	How do humans use landscapes?	What helps us understand life in the past?	How does nature shape landscapes?	How different was the ancient world to my life today?
	Year 4	How do humans adapt to their environments?	What is democracy?	What is the impact of empires?	Can exploration help us understand the world?	How does migration influence others?	What change can we make?



# Lines of Inquiry

Lines of inquiry clarify the Inquiry Title and define the scope of a unit of inquiry.

Teachers plan a broad focus for the unit of inquiry based on the expectations of the National Curriculum and the interests of the learners.



Unit of Inquiry Planner

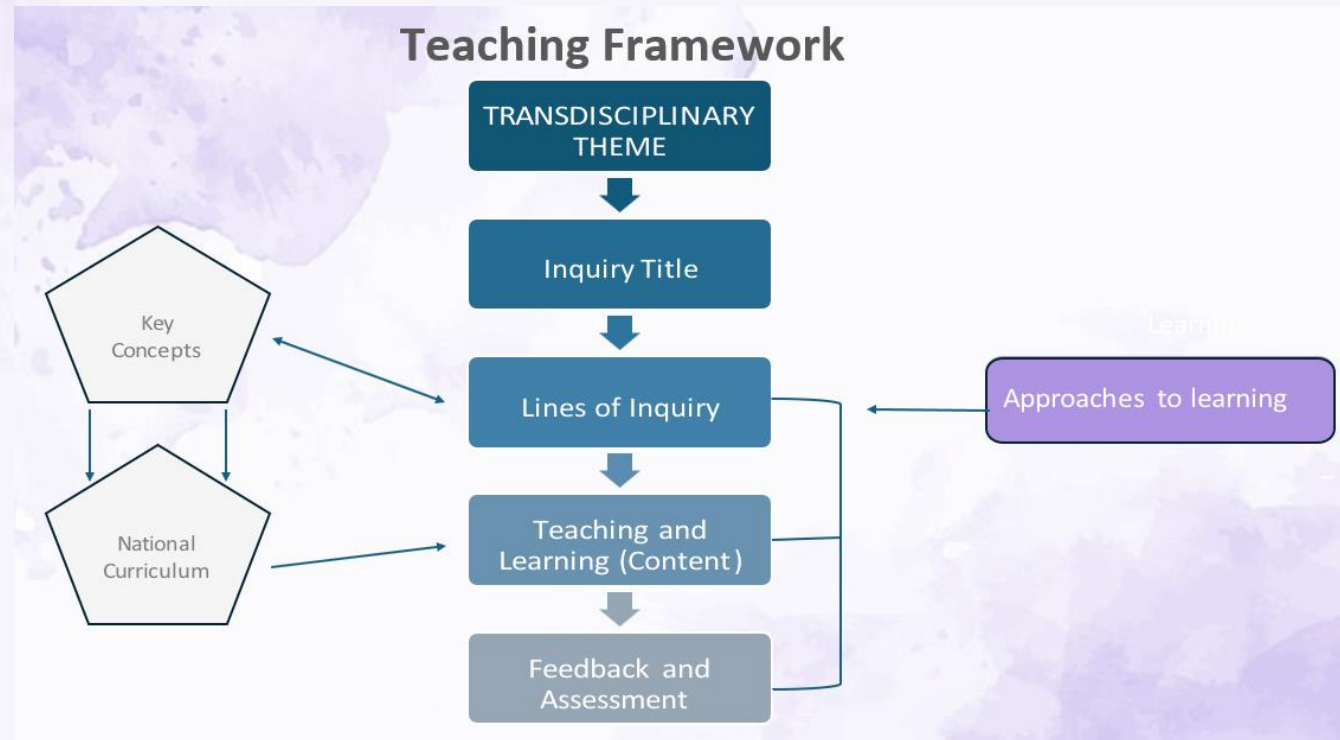
Class: Redwood		Year Group: 3			Term: 5		Length of Inquiry: 6 weeks		
<b>Theme</b>	<b>Humankind and Ourselves</b>	Culture and Diversity	Community and Citizenship	Exploration and Discovery	Expression and Creativity	Humankind and Ourselves			
<b>Inquiry Title:</b>	Why are rivers important to humans?								
<b>Key Concepts</b>	Responsibility	Perspective	Form	Change	Connection	Causation	Reflection		
<b>Lines of Inquiry</b>	Natural systems develop over time.				Why are rivers important to humans?				

# Key Concepts

Inquiry learning is driven by key concepts.

These are:

- Form
- Function
- Causation
- Change
- Connection
- Perspective
- Responsibility
- Reflection



A concept is a 'big idea' rather than a topic. They are broad, abstract, timeless and universal and provide each unit of inquiry with direction and meaning. These ideas are explored and re-explored to develop deep understanding.

# Approaches to Learning

Approaches to Learning are the skills children will use to inquire. They can be applied within and across all subject areas.

Thinking Skills



Research Skills



Communication Skills



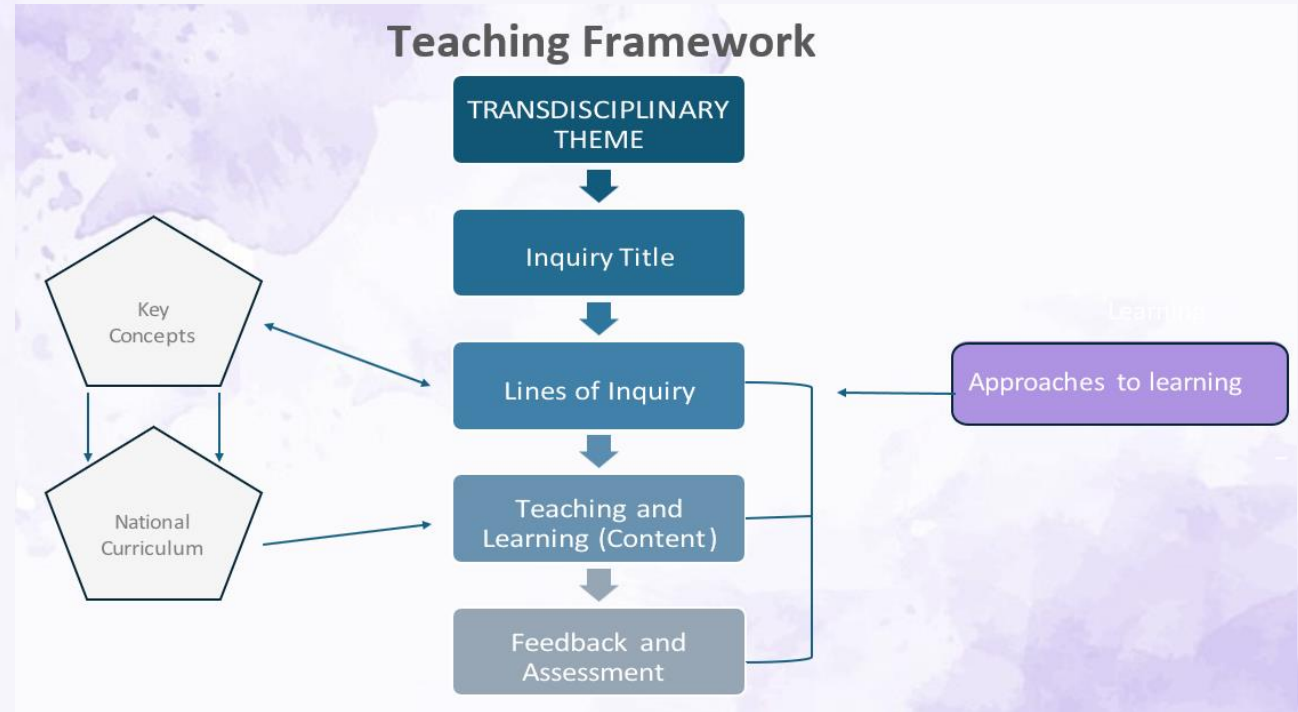
Self-Management Skills



Social Skills



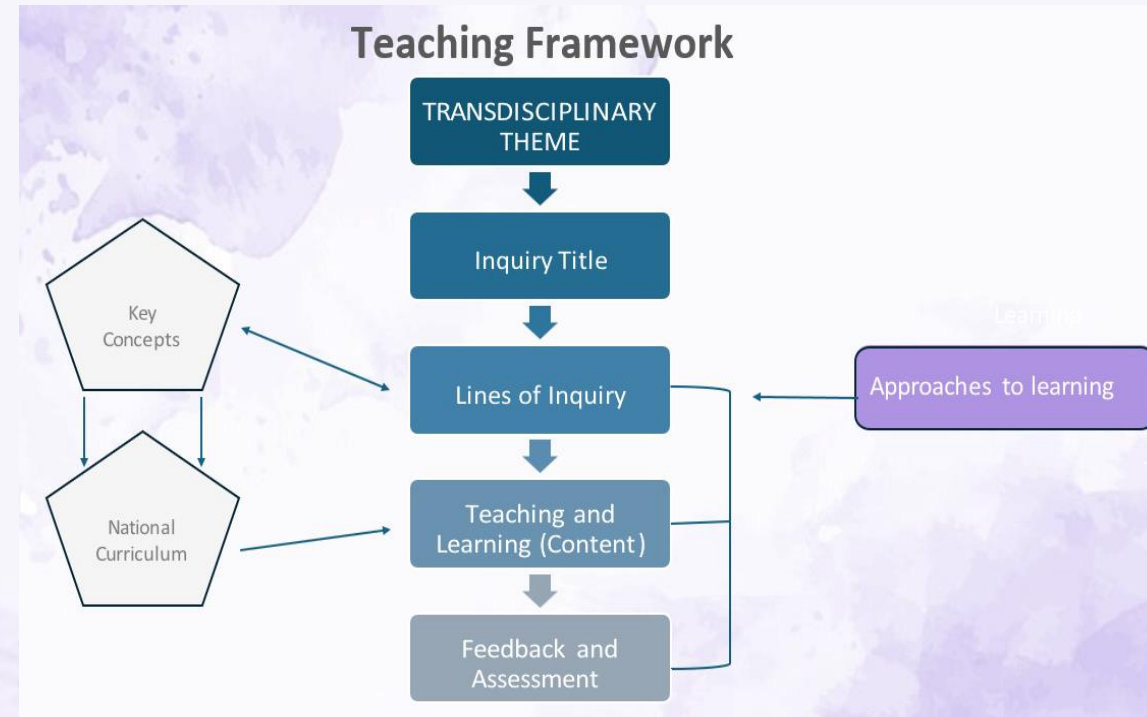
These support children of all ages to become self-regulated and independent learners, who know how to ask good questions and explore the world around them.



# Teaching and Learning

Teaching and Learning is organised to align with the lines of inquiry which expand from the Inquiry Title. These allow both educators and learners work together to have impact in their delivery. Learners are invested and work collaboratively to create a framework for the delivery of the National Curriculum.

Content will align with the lines of inquiry and expectations set out within the National Curriculum, thus employing provoking and engaging learning opportunities which stimulate pupils to solve problems, think critically and explore and draw informed and fair conclusions.








# Assessment and Quality Assurance

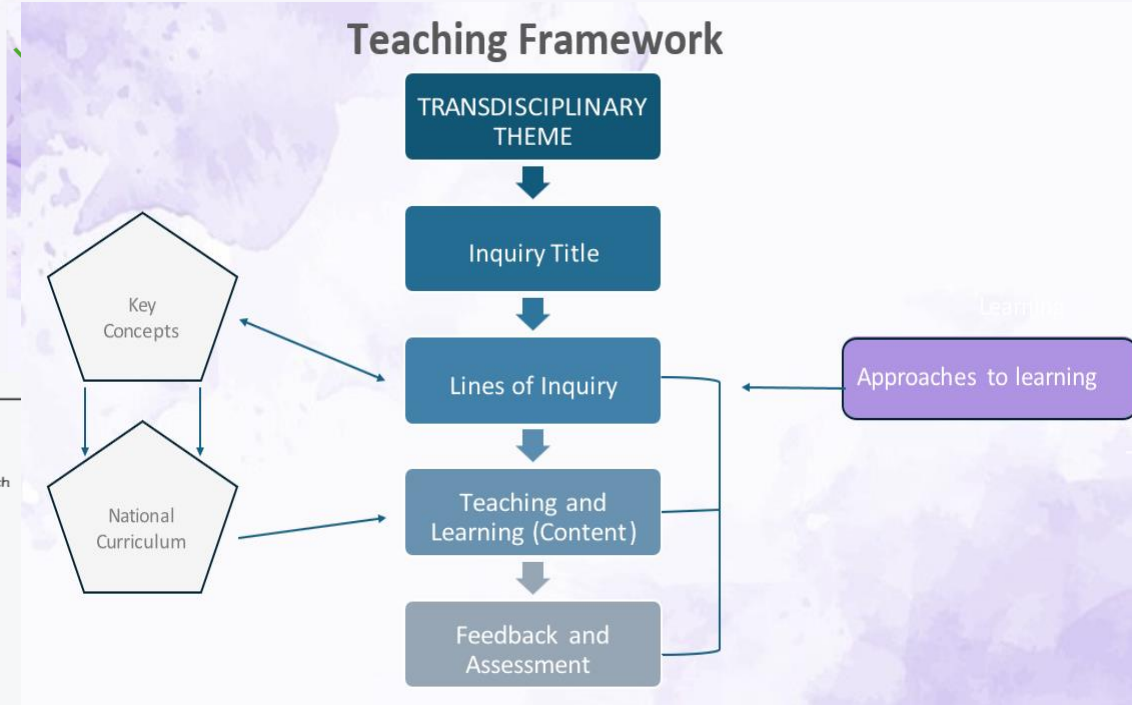
Assessment incorporates both formative and summative assessment, ensuring that pupil progress and attainment can be monitored accurately over time.

Through effective assessment, educators and learners have a clear understanding of knowledge and understanding during different stages of learning.

SOLO taxonomy is used within the assessment process, which describes the increasing complexity in pupils' thinking and understanding. Children move from factual, to knowledge-based thinking, to conceptual and abstract thinking and understanding.

SOLO taxonomy starts with pupils collecting ideas, facts or knowledge before progressing to more sophisticated and demanding levels of thinking where they are required to process the information to make connections, conceptualise, and transfer their understanding. Regular information on assessments is provided for parents, enabling them to support their child's learning. It is also provided for governors and Wessex Learning Trust to ensure judgements about the effectiveness of the academy can be made.


Pre-structural	Knows nothing about a topic		<b>Quantity</b> The first three stages of SOLO look at how much someone knows
Uni-structural	Knows one thing about a topic		
Multi-structural	Knows a few (unconnected) things about a topic		
Relational	Can connect ideas		<b>Quality</b> The final two stages look at how well someone knows it.
Extended-abstract	Can make connections beyond the original topic		



# Assessment and Quality Assurance continued

Knowledge organisers are also used as part of our assessment cycle, as well as being a summary of the key facts and essential knowledge that pupils need about a unit of work or a curriculum subject. Their uses include

- A planning tool, to clearly outline the core knowledge that should be taught
- A low-stakes quizzing tool, to help pupils boost their recall of key knowledge
- An assessment tool, to help teachers check whether pupils have learned the key knowledge
- A form of retrieval practice, to embed learning that has taken place within a unit or across the curriculum

<b>Community and citizenship</b>	<b>Term 1 Key Inquiry: How do humans use landscapes?</b>	
<b>Main inquiry through:</b> Geography, English and Art		
<b>Form</b>		<b>Causation</b>
<b>Lines of inquiry:</b>	Settlements are not all the same.	Landscape affects human settlement.
National Curriculum Statements: <ul style="list-style-type: none"> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>• Describe and understand key aspects of human geography, including: types of <b>settlement and land use</b>, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>		
<b>Substantive knowledge</b>		Me
I know that settlements are different and can give examples of different settlements.		Teacher
I understand that bigger settlements offer more services and facilities.		
I can identify different settlements on an OS map and start to use 4 figure grid references.		
I know the key towns and cities in Somerset and can locate them on a map.		
I can identify key physical features of Somerset.		
I understand that settlement is influenced by landscape.		
<b>Geography Skills</b>		
I can use geographical language to describe physical and human landscapes.		
I can use the eight points of a compass, four figure grid references, symbols and keys to understand maps.		
I can record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
<b>Inquiry Vocabulary</b>		
settlement	megacity	compass
landscape	rural	grid reference
hamlet	urban	population
village	landmark	density
city	facilities	compass
