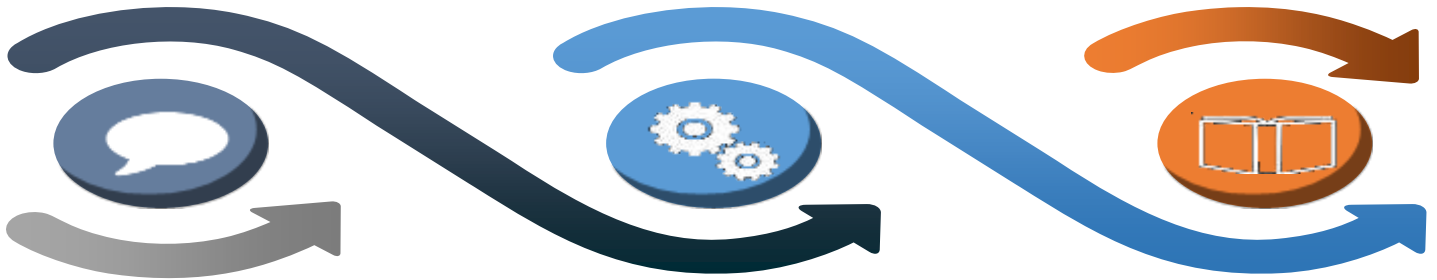


The Trinity Intent



The Trinity Intent is “To deliver the content of the national curriculum augmented with knowledge and understanding which will enable our pupils to **“live life in all its fullness”**.”

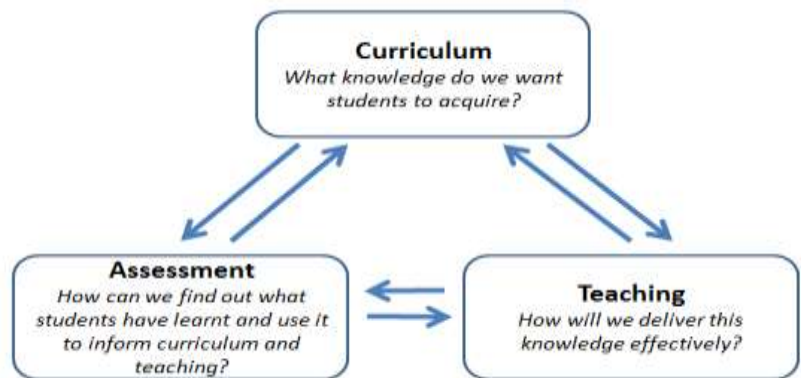
Trinity has created a **knowledge engaged progress model** which clearly outlines the:

- key **knowledge and vocabulary** to be delivered and the
- **character developing experiences** to be offered at specific milestones from reception through to Year 11.

The Trinity intent has been strategically mapped through collaboration between and in phases to ensure high expectations are at the heart of the curriculum and that the content of the National Curriculum is delivered. Our intent clearly outlines specific vocabulary to be explicitly taught and acquired at set milestones, levelling the playing field and ensuring equitable access to the curriculum for all.

The Trinity curriculum intent has been shaped by thorough and ongoing reviews of research-led educational thinking. We endorse the concept of the teacher as an expert in their field and CPD and training further strengthens this, in order to ensure that effective systematic teaching produces learners who achieve well, are confident and articulate and look forward to future success in their next steps.

The curriculum intent (the “what” that we actually teach) outlines the key knowledge that pupils need to learn over their time with us in order to be successful; this will then drive what and how we teach. A challenging curriculum will require pupils to think deeply about subject and lesson content. In other words, the level of challenge in the curriculum sets the level of challenge in our classrooms.



At Trinity we have worked on our curriculum intent to be challenging in its depth and breadth so that:

- All pupils acquire transformational knowledge that takes them beyond their experience.
- All pupils are encouraged to appreciate the value of each subject and content of lessons.
- All pupils are well-prepared for terminal exams at the end of year 11.
- All pupils build their academic background knowledge and cultural capital by acquiring tier two and tier three vocabulary.
- At each key stage, all pupils acquire and retain the foundational knowledge required for the next key stage at the very least.