Seed/ Stem/ Soar Learning at Aldersbrook

	What this learning looks like	Examples
Seed 	• Builds all foundations of knowledge and skills • Repetitive skills • Forms new understanding • Vocabulary Questioning: • Recall • Simple comprehension	Y2 Rocks & Soils: Classify types of rocks and their properties Y6: WWII: Timeline of events leading to the war until the end of the war
Stem 	• Recalls foundations knowledge and skills • Decision making to apply foundations • Develops informed understanding Questioning: • Synthesis • Analytical	Y2 Rocks & Soils: Run a Rock Museum for parents. How will you group the rocks for the museum? Y6 WWII: You are an evacuee in 1940. Write a diary entry of your experience
Soar 	• Reflects and transfers foundations of knowledge and skills • Inventive application of foundations • Justifies and links understanding Questioning: • Application • Evaluation	Y2 Rocks & Soils: The year is 2020 and we no longer use plastics in any house building materials. Design a house purely of rock. Where will you need to use porous rocks? Rocks that do not transfer heat easily? Rocks that will allow underfloor heating to heat through? Y6 WWII: Year Group Debate: Can war ever have a good outcome?

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Defining Depth

Depth of Learning	Cognitive challenge	Predominant teaching style	Type of success criteria	Nature of progress	Support	Quantity*	Typically, pupils will
	Low level cognitive demand. Involves following instructions.	Modelling Explaining	Instructional (e.g. Steps to Success)	Acquiring	High	Some	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.
	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Reminding Guiding	Guidance (e.g. Remember to include)	Practising	Medium	Most	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.
	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Coaching Mentoring	Learner generated	Deepening understanding	Low	All	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.

* Quantity judgements should be used when a large amount of knowledge needs to be learnt. For example, phonic knowledge and times tables.

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Example of Depth in Geography

Content			
Name and locate the world's continents and oceans.	**Label** the world's continents and oceans on a world map.	**Choose** two continents and **compare** their locations.	**Create** a quiz helps others to learn the location of continents and oceans.
Name and locate the countries of Europe and identify their main physical and human characteristics.	**Label** the countries of Europe. **Describe** the main physical and human characteristics of each country using a vocabulary list to help you.	**Compare** and **contrast** a Western and Eastern European country.	**Invent** a tour guide for a European country. Include your **reasons** for mentioning features in the guide.
Name and locate the countries of North and South America and identify their main physical and human characteristics.	**Label** the countries of North and South America. **Describe** the main physical and human characteristics of each country using vocabulary you know.	**Classify** some of the countries in North and South America in a number of geographical ways.	**True or false:** Countries in North America are more developed by humans than those in South America?

This is across a number of lessons NOT the LA/MA/HA differentiation in ONE lesson.

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Example of Depth in Science

Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.

What are the **names** of some common wild plants?

What are the **names** of some common garden plants?

What are the **names** of some common trees?

Which trees are evergreen and which are deciduous? **(name)**

What are the **similarities and differences** between deciduous and evergreen trees?

Think of some ways to **categorise** plants.

Suggest a garden **design** for someone who likes privacy and bright autumn colours?

This is across a number of lessons NOT the LA/MA/HA differentiation in ONE lesson.