

Curriculum Policy



Review Date

August 2024

Ratified

October 2024

Next Review Date

August 2026

Responsible Directorate

Education

Our Trust

*These four critical questions make it clear who we are and what we do.
We ask ourselves these questions to guide our work and our improvement.*

Why do we exist?

To **transform life chances** by achieving the highest possible standards and preparing all our students to lead successful lives.

How do we behave?

- **Hard work**
We are determined to see things through to the end and are resilient when faced with challenges.
- **Integrity**
We do the right thing because it is the right thing to do.
- **Teamwork**
We work together to help everyone succeed.

What do we do?

- We educate, safeguard and champion all our learners.
- We set high standards for ourselves and our learners.
- We build the powerful knowledge and cultural capital which stimulate social mobility and lifelong learning.

How will we succeed?

1. Aligned autonomy
2. Keeping it simple
3. Talent development

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1 | Our Curriculum Intent

- 1.1 It is our core responsibility to ensure that students have access to the very best education possible. One of the most fundamental and influential aspects of a child's education is the curriculum that they have access to.
- 1.2 The power of curriculum is immense. In line with our vision the curriculum can **transform life chances** by achieving the highest possible standards and preparing all our students to lead successful lives.
- 1.3 It has the power to not only transform an individual, but to also transform whole communities and shape their understanding of the world and their place in it. Therefore, it is imperative that the curriculum on offer within our academies is truly world class and gives students access to **powerful knowledge** and **cultural capital** that takes them far beyond what their own individual experience ever could. In the words of Micheal Young: '**powerful knowledge** is knowledge that would otherwise be unavailable to students, or at least very hard to access without the prior knowledge taught in schools. It's not a list of facts but a disciplinary way of thinking that applies these facts. The ability to apply the knowledge is what makes it powerful.'
- 1.4 To achieve this, we must ensure we expose all students to the best that has been thought and said and engender an appreciation of human creativity and achievement. To truly transform lives, we must not only show students what is possible but inspire and instil the confidence in them to go out and do it.
- 1.5 All learners in our academies will experience a curriculum that:
- Is **ambitious** and **enjoyable** through knowledge and skills developed from Foundation Stage to Post 16 and adult provision.
 - Is **knowledge rich**, ensuring access to a wide, global cultural capital – thus maximising lifetime opportunities.
 - Is **inclusive**, nurturing and tailored towards the needs of the individual.
 - Is focused on developing the very best **oracy, literacy, numeracy** and **digital** skills – enabling access to the widest learning and the very best careers possible to ensure we develop global citizens.
 - Is **enriching**, ensuring all experience a rich variety of cultural, artistic and sporting activities.
 - Is **broad** in terms of coverage and (at least) encompassing the breadth of the most recent English National Curriculum.
 - Celebrates the uniqueness of each educational setting in terms of **localised knowledge and skills**.
 - **Develops** character, personal pride and the highest moral standards.
 - Celebrates **diversity**, challenges **injustice**, promotes **equality** and encourages the creation of a better world.
 - Is delivered by well-qualified, forward-thinking, skilled, passionate **professionals**.

2 | Legal Framework and Guidance

2.1 This policy has due regard to statutory legislation and relevant guidance, including, but not limited to:

- The *Education and Inspections Act* (2006)
- The *Health Act* (2006)
- The *Equality Act* (2010)
- The *Education Act* (2011)
- The *Education (Independent School Standards) Regulations* (2014).
- The *Immigration Act* (2016)
- The *General Data Protection Regulation* (GDPR)
- The *Data Protection Act* (2018)

2.2 This policy also has due regard to DfE/Ofsted guidance, including, but not limited to, the following:

- *Inspecting the Curriculum, Ofsted* (May 2019)
- *Statutory Guidance for Careers, DfE* (January 2018)
- *Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE* (June 2019)
- *National Curriculum in England: Framework for Key Stages 1-4* (last updated December 2015)

3 | Curriculum Alignment

3.1 If we are truly committed to transforming the lives of our pupils, then we must ensure that all of our pupils, no matter where they live, have access to the same quality curriculum.

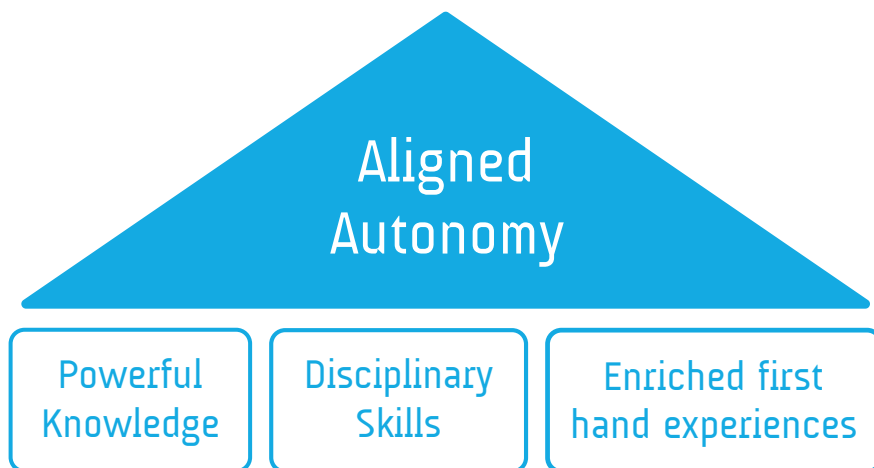
3.2 It is particularly important for those from disadvantaged backgrounds to have as broad a curriculum for as long as possible to build their knowledge and wider cultural capital

3.3 As a trust we are committed to defining the **powerful knowledge** across the EBACC subjects to ensure that all our pupils get the same curriculum entitlement.

3.4 We are also fully committed to ensuring that our pupils can **read** widely and often, across all educational phases.

3.5 All our pupils are entitled to learn at least one modern foreign language because this develops their first language and increases their cultural capital. This begins in our primary academies and develops into the full EBacc entitlement at KS4 for as many pupils as possible.

4 | Primary Curriculum Alignment



4.1 Phonics

Across our Primary Academies, our commitment to literacy begins with a rigorous and comprehensive phonics curriculum, meticulously designed to foster strong foundational reading skills in our pupils. Our phonics curriculum is intricately aligned using a systematic synthetic phonics scheme to support seamless progression and mastery of phonological awareness, phonics principles, and decoding strategies. Our trust chooses from five DfE approved schemes.

Through a blend of direct instruction, multi-sensory activities, and authentic reading experiences, our phonics curriculum empowers pupils to unlock the alphabetic code, decode words accurately, and develop fluency in reading. We prioritise the integration of phonics instruction within exciting reading and writing contexts, fostering connections between phonics skills and meaningful literacy experiences.

Through alignment in phonics, we aim to equip our pupils with the foundational reading skills necessary for lifelong literacy success, empowering them to become confident, fluent, and enthusiastic readers.

4.2 Writing

Developing a love for writing in the primary curriculum is crucial for fostering creativity, expression, and effective communication skills in young learners. At ATT we have a number of aligned strategies and approaches to help pupils achieve this goal:

- Providing pupils with the opportunity to engage in meaningful and authentic writing tasks that relate to their lives, interests, and experiences. This could include writing letters, diary entries, stories, or poems about topics that are relevant and engaging to them.

- Providing constructive feedback on pupils writing and encourage them to edit and improve their work. We focus on both strengths and areas for growth, and create a supportive environment where pupils feel comfortable taking risks and making mistakes.
- Celebrating pupils writing accomplishments and showcasing their work through classroom displays, publications, or presentations.
- Above all, we emphasise the joy and pleasure of writing. We encourage students to explore their imagination, play with language, and express themselves creatively through writing. We aim to foster a love for storytelling, expression, and communication that will inspire pupils to continue writing beyond the classroom.

Across our Primary Academies, we are committed to providing a strong foundation in language skills through our Spelling, Punctuation, and Grammar (SPAG) curriculum. Our approach to SPAG instruction is carefully aligned to support pupils' mastery of essential language conventions and foster effective communication.

The SPAG curriculum is designed to systematically develop pupils spelling, punctuation, and grammar skills from the early years through primary education. Each aspect of the curriculum is scaffolded to ensure a progression of learning, building upon prior knowledge and skills to achieve greater depth and complexity.

Our SPAG curriculum is integrated across all subject areas, recognising the importance of language skills in all aspects of learning. Teachers and support staff incorporate SPAG instruction into daily lessons, ensuring that pupils have opportunities to practice and apply their language skills across the curriculum.

Through our aligned SPAG curriculum, we strive to empower pupils with the language skills they need to succeed academically and beyond. By fostering proficiency in spelling, punctuation, and grammar, we prepare pupils to communicate effectively, think critically, and engage meaningfully in a diverse and interconnected world.

4.3 Reading

At ATT we promote a love for reading in our primary academies, as this sets the stage for lifelong learning and personal growth. Pupils who enjoy reading are more likely to continue reading for pleasure throughout their lives, which contributes to their intellectual, emotional, and social well-being.

We ensure texts are carefully selected to expose pupils to diverse cultures, traditions, and perspectives represented in literature. It fosters an appreciation for diversity and promotes cultural literacy by expanding children's understanding of the world around them.

High value is placed on vocabulary development. Reading exposes children to a wide range of vocabulary and helps them expand their language skills. The more pupils read, the more words they encounter and understand, which enhances their speaking and writing abilities.

Our Primary academies ensure alignment between reading instruction and subject-specific domains. Our reading curriculum is thoughtfully designed to support pupils' development as proficient readers and critical thinkers.

Incorporating a variety of instructional strategies and resources, our curriculum empowers students to apply reading skills within authentic contexts, whether analysing historical documents, interpreting scientific texts, or deciphering mathematical problems. By embedding literacy instruction within subject-specific content, we provide pupils with meaningful opportunities to develop both their reading proficiency and their understanding of key concepts within each discipline.

Through our aligned approach to reading and subject-specific domains, we aim to equip pupils with the essential knowledge, skills, and dispositions necessary for academic success and lifelong learning. By fostering a culture of literacy across all areas of study, we empower pupils to become proficient readers, critical thinkers, and informed citizens prepared to navigate the complexities of the modern world.

4.4 Foundation Subjects

Our primary curriculum is carefully designed to ensure alignment and coherence across all wider curriculum subjects, including but not limited to arts, music, physical education, and humanities.

Through the alignment of our Powerful Knowledge documents in our wider curriculum subjects, we aim to provide a rich and balanced educational experience that prepares pupils for success in school and beyond. Powerful Knowledge documents are currently in place for Geography, History and Computing.

We have an aligned approach to our wider curriculum offer through either Cornerstones Curriculum or a bespoke academy designed programme.

Each wider curriculum subject is thoughtfully scaffolded from EYFS to Year 6 to build upon pupils' prior learning experiences and promote progression in both subject-specific content and broader competencies such as creativity, critical thinking, and collaboration. Our curriculum is designed to nurture students' interests, talents, and personal development, fostering a sense of curiosity and exploration in every aspect of their education. Underpinning this extensive curriculum offer is a wide range of enriched firsthand experiences designed to bring the curriculum to life

5 | Secondary Curriculum Alignment

5.1 As a trust, we have decided that the curriculum for each subject will be designed around four pillars:

- Powerful knowledge
- Disciplinary Skills
- Substantive Concepts
- Subject Specific Literacy.



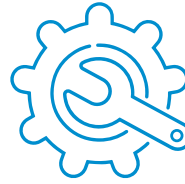
SUBSTANTIVE CONCEPTS

The big ideas that permeate the curriculum. Creates the links between different subsets of Powerful Knowledge.



POWERFUL KNOWLEDGE

The subject specific (substantive) knowledge that pupils wouldn't otherwise encounter in their day-to-day lives



DISCIPLINARY SKILLS

The skills (disciplinary knowledge) that pupils must master if they are to be an effective learner in a subject domain



SUBJECT SPECIFIC LITERACY

The tier 3, subject specific vocabulary that will allow pupils to talk, read and write effectively in that subject

- 5.2 Taking history as an example, our curriculum communities will define the **powerful knowledge** that pupils should study between year 7 to 9 in the Ebacc subjects. The powerful knowledge should support progression to Key Stage Four but should leave pupils with a detailed enough historical knowledge should they not proceed to GCSE. Therefore, decisions will be made about the different periods of history that will be covered and what key content pupils will be expected to learn. In each year, there will be the opportunity to select one locally decided topic area.
- 5.3 Subjects have also developed their own **disciplinary skills** that pupils must master if they are to be an effective learner in that domain. Our curriculum communities will define these skills for the Ebacc subjects and ensure that pupils are introduced to these skills and become more effective in their use as they move through the curriculum. In history these skills might be: source interpretation, historical enquiry, cause, consequence, significance, change and continuity
- 5.4 Different subjects require different ways of thinking, we refer to these as **substantive concepts**. Our curriculum communities will define these concepts for Ebacc subjects and agree the best way that they should be introduced and developed throughout the curriculum. In history as an example these concepts might be: empire, church, monarchy, revolution, invasion.
- 5.5 Pupils will also need to be taught the **subject specific literacy**, tier 3 subject specific vocabulary that will allow them to talk, read and write effectively in that subject. Our curriculum communities will define this terminology for the Ebacc subjects. It is also important that pupils are exposed to academic literature in the relevant subject and are familiar with the views of different historic scholars.
- 5.6 In the Ebacc subjects, we have a curriculum framework for year 7 to 9, which all our academies must follow. (See curriculum implementation timeline in appendices)
- 5.7 We would recommend that all other subjects would utilise the four pillars when designing their own curriculums.
- 5.8 Assessment at KS3 will ensure that pupils are given regular opportunities to recall powerful knowledge, use subject specific language and substantive concepts and become increasingly more expert in their disciplinary skills. In English in 2024/25 we will be trialling a termly assessment in year 7, with the aim of rolling this out in 2025/2026

- 5.9 At Key Stage Four, our academies deliver the same specifications in the core subjects of English, maths and science. This is to ensure that our staff can share the most effective curriculum implementation to ensure that pupils achieve the best results possible. Over the academic year 2024/25 we aim to prepare for delivery of the same specification in history and geography from Sep 25.
- 5.10 At Key Stage Four, in order to achieve a broad curriculum, we will ensure that all pupils, where applicable, study a minimum of eight qualifications with every bucket filled with best practice to study nine.
- 5.11 At KS5 most pupils should follow a programme of three qualifications at either A level, Applied or Technical level.

6 | Our Approach to Secondary Reading

- 6.1 Reading for pleasure and reading for purpose is a key driver of the development of young people. Disadvantaged children reach secondary school 7,000 words behind other children. Developing reading skills is a key driver to future success and is inextricably linked to GCSE performance. As the EEF report 'Improving Literacy in Secondary Schools (2021)' states: '120,000 disadvantaged students made the transition from primary to secondary school below the expected standard for reading. The educational prospects for this group are grave. If their progress mirrors previous cohorts, we would expect 1 in 10 to achieve passes in English and maths at GCSE, and fewer than 2% to achieve the English Baccalaureate. The acquisition and use of tier 2 and tier 3 vocabulary is a driver for social change and is important for lifelong learning. There are 3 strands to our reading approach.
- 6.2 **Reading for access**
Without identification of their reading needs and targeted additional teaching, pupils who arrive in secondary school as poor readers are likely to continue to struggle. We test all pupils on entry to our academies using the NGRT reading test. This ensures that all know the reading age of pupils and can adapt their curriculum accordingly. We take these reading ages at the start and end of each academic year to ensure we have a clear knowledge of how pupils are developing their reading skills. The lowest 20% of readers will undergo more forensic testing to explore their specific barrier to their reading progress. This analytical approach means that academies can put in place additional teaching and intervention programmes to meet pupils' specific reading needs, linked to fluency rates, word reading accuracy and efficiency, and phonic knowledge.
- 6.3 **Reading in the curriculum**
All subjects will ensure that pupils are exposed to and taught the **tier 3 vocabulary** that links to their curriculum area. Subject curriculums will provide explicit and mapped opportunities for pupils to read in their subject, ensuring that pupils have exposure to the text types that are

common to the discipline. For instance, in science, it might be scientific journals, news articles, editorials etc.

6.4 Reading for pleasure

It is vital that pupils are encouraged to read regularly to ensure that they build their reading stamina and can sustain their comprehension and confidence. The English curriculum will provide a rich and diverse diet of literature, that is both from the English Literary Heritage and from more contemporary writers. Academies will make available on their website recommended reading lists for each year group, to ensure pupils, parents and carers can encourage wider reading. Our academies will have a well-stocked and up to date selection of fiction and non-fiction in their libraries, both physically and digitally. Academies will monitor the borrowing of books and use this data to improve their provision further. Our academies will also develop whole school approaches to create a culture of reading.

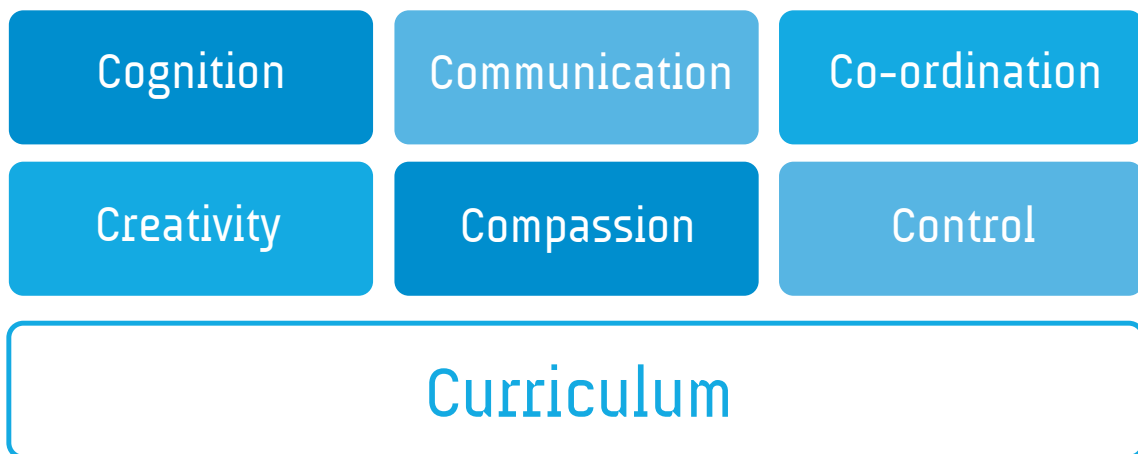
7 | Curriculum Leadership

- 7.1 Curriculum leadership requires attention to *what* is being learned. In our academies, middle and senior leadership teams share a curricular language for talking about curriculum and teaching **(please see Appendix A)**.
- 7.2 It is important that how the curriculum is viewed is clearly understood at all levels, from the Principal to teachers, teaching assistants and the non-teaching staff in order for it to be truly embedded as the vision and mission of the academy.
- 7.3 Curriculum leaders in the aligned subjects work to **ensure** that the trust curriculum framework is implemented effectively and to **assure** that it is delivered well and leads to an excellent quality of education for all pupils.
- 7.4 Curriculum leaders in the non-aligned subjects work to **ensure** that their curriculum is implemented effectively and to **assure** that it is delivered well and leads to an excellent quality of education for all pupils.
- 7.5 Curriculum leaders work collaboratively within and between our academies to design a curriculum which is centred on **powerful knowledge** and how that knowledge is sequenced and revisited.
- 7.6 Curriculum leaders regularly review the design of the curriculum and routinely quality assure its implementation so that it achieves its intended purpose.

8 | Curriculum Adaptation

8.1 The curriculum is designed with inclusivity and accessibility in mind. Academy Transformation Trust use the Judith Carter Model, to ensure adaptive practice that meets the needs of all our learners. The Judith Carter Model use the seven Cs approach to adaptive teaching, which celebrates and assesses student’s strengths and needs across these seven broad areas, which are linked with the four broad areas of SEND. Staff can exercise “teacher tweaks” to optimise students' ability to access and engage with their learning. The 7 Cs Learning Portfolio seeks to provide a language of assessment that includes but goes beyond a subject curriculum.

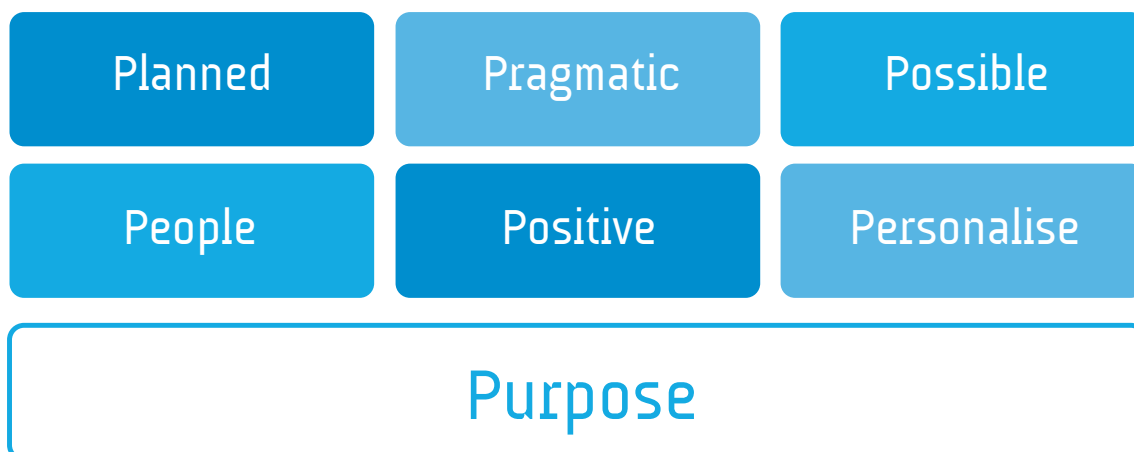
8.2 The seven Cs are:



8.3 The Judith Carter Model supports teachers and staff to adapt their teaching and use of resources, to meet the needs of students in their lessons and interventions. This optimises engagement, attainment and progress. From their understanding of their student’s strengths and needs across the seven Cs, staff will plan lessons and sequences of lessons, which incorporate adjustments and opportunities to practice and master new skills.

8.4 Through intentional curriculum planning, teachers will ensure that students develop skills across the seven areas. Beyond universal adaptive practice, students with specific educational needs are supported to access the curriculum through a suite of evidence based targeted interventions.

8.5 Interventions also follow the Judith Carter Model seven Ps for planning provision with purpose. These are the seven Ps:



8.6 Sharing a language of assessment that is additional to and different from the curriculum assessment, helps to form the identification of provision that is additional to or different from the differentiated curriculum. This then enables the practitioners to tailor the support package available to the student.

8.7 There may be some students who require an adapted curriculum, this will be implemented through consultation with families, students and the SENDCO and will usually also involve external specialists.

8.8 For further information, please see our [SEND Policy on our website](#).

9 | Wider Curriculum

9.1 In our academies the curriculum is not just that which is taught in subject lessons. It is the sum of experiences that combine together to develop a child into the adulthood. To this end the experiences that pupils have in social times and during co-curricular or enrichment activity is of equal value to what they learn in lessons.

9.2 Each of our academies will plan an enrichment offer which will ensure that pupils have access to physical, creative and academic opportunities. This might include clubs as well as school visits.

9.3 Our academies deliver programmes of education which develop pupils' personal and social education. Our pupils are taught how to keep themselves safe through a detailed safeguarding curriculum. See our ***Anti Child on Child Abuse and Bullying Policy***.

- 9.4 Our academies believe that it is important to prepare pupils for the next stages of their education/life through an effective careers education programme which is based on the Gatsby Benchmarks. Please see our **CEIAG Policy**.
- 9.5 The curriculum has a vital role to play in developing pupils' positive behaviour and attitudes to learning. This includes teaching about mutual respect for all and an understanding of the importance of democracy; the rule of law; individual liberty and tolerance for those with different faiths and beliefs and for those without faith.
- 9.6 Pupils are taught what constitutes good behaviour and what the benefits of good behaviour are. Please see our **Behaviour Policy** for further detail.
- 9.7 Social emotional and behaviour skills are taught within the curriculum so that this together with our effective wider work supports pupils to be confident, resilient and independent, and to develop strength of character.

10 | Enrichment

- 10.1 Enrichment is rooted in our academy values, forming a golden thread within and beyond the curriculum. Enrichment opportunities are centred on the needs of all pupils, including the most vulnerable, and the context of the local community.
- 10.2 We deliver enrichment through a coherently planned, extensive range of rich experiences and breadth of curriculum content that is based on pupils' relative starting points, equipping them with the powerful knowledge, cultural literacy and moral compass needed to be successful within and beyond their formal education
- 10.3 Enrichment inspires, engages and enhances every pupils' opportunity and desire to develop, widen and celebrate their talents and interests within and beyond the curriculum.
- 10.4 We actively seek to engage parents, carers and the local community as partners, encouraging them to contribute to and share in their children's personal development and success.
- 10.5 Every pupil has an Enrichment Passport in which they capture and record their participation in enrichment activities

11 | Assessment

- 11.1 The curriculum is the progression model. Students have made progress if they have learned the intended curriculum. In our academies we believe that teachers should be teaching to the curriculum and not to the test. With this in mind, it is important that we respond to the important curriculum changes and the focus upon solid quality first teaching with a secure and rigorous assessment strategy which is fit for purpose.
- 11.2 Formative assessment is a form of assessment which helps capture what students do and don't know and allows teachers to address these gaps. Formative assessment can take both verbal and written forms.
- 11.3 Rigorous summative assessment is undertaken in our academies to provide valid and reliable information about how well students in our academies have learned the curriculum that we are teaching them. Summative assessments create data and information which has shared and consistent meaning.
- 11.4 In our academies staff are asked for assessment information three times per year. Anything more regular than this does not provide meaningful data about how well pupils have learned the curriculum.
- 11.5 Assessments are standardised both internally and externally in our academies. For our core subjects, leads meet regularly in Subject Learning Communities to standardise assessments across our academies. At KS4 this is assisted by the selection of common examination boards for the core subjects.

12 | Staff Training and Support

- 12.1 We build regular opportunities for staff in our academies to develop their subject, pedagogy and pedagogical content knowledge through individual and group training.
- 12.2 **Curriculum Learning Communities** are subject specific and meet up to five times a year to develop curriculum plans, schemes of learning and lesson resources.
- 12.3 **Leadership Learning Communities** address wider curriculum issues and also meet up to five times a year.
- 12.4 We encourage staff to attend webinars, training days and development activities through our ATT Institute and those offered by external organisations.
- 12.5 Training needs for individual staff are routinely linked to their development targets and Professional development Conversations (PDCs) take place regularly throughout the year.

- 12.6 We deliver bespoke training for new entrants to the professions and for those recently qualified or returning to the profession.

13 | Review

- 13.1 The application of this policy in our academies is reviewed as part of our **Challenge, Support for Improvement (CSI)** Strategy, with 3 clear points across the academic year.

Appendix 1- Glossary of Curriculum Terms

Term	Definition
Quality of Education	A rounded view on the quality of education an academy provides: the appropriateness of the curriculum intent (taking into consideration narrowing/flexibility), the extent to which it delivers on this intent (Impact), and how well it is delivered at subject/classroom level (implementation).
Intent	What the curriculum is building towards and how it is planned to get there considering the local context whilst ensuring students acquire the knowledge and skills to take advantage of opportunities, responsibilities and experiences in later life. This is set at Trust, academy and subject/phase level with each being intrinsically linked to the others.
Implementation	How the curriculum is taught at subject/classroom level.
Impact	What students have learned.
Wider Content (Hinterland)	Contextual knowledge, to provide deeper meaning, frame delivery, or give a sense of depth to a subject
Aligned Autonomy	All students and staff should benefit from our best collective practices. We believe leadership and personal accountability are founded on ownership and self-direction. The concept of aligned autonomy are our non-negotiables. But because we are determined to create a healthy organisation, the people who work for us must also have agency and self-determination beyond these non negotiables.
Substantive Concept	The big ideas that permeate the curriculum. Creates the links between different subsets of Powerful Knowledge.
Powerful Knowledge	Knowledge that would otherwise be unavailable to students, or at least very hard to access without the prior knowledge taught in schools. It's not a list of facts but a disciplinary way of thinking that applies these facts. The ability to apply the knowledge is what makes it powerful.
Disciplinary Skills	The skills (disciplinary knowledge) that pupils must master if they are to be an effective learner in a subject domain.
Subject Specific Vocabulary	Often called Tier 3 vocabulary, are the words/terms that will allow pupils to talk, read and write effectively in that subject.
Cultural Capital	The essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement. (DfE, 2014)
Subject-specific Domains	Subject specific domain refers to knowledge as memorised information that can lead to task completion in specified subjects.
Mastery	Pupils will have attained a deep, long-term, secure and adaptable understanding of the subject. Mastery learning keeps the learning objectives constant but varies the amount of time given to the topic until all students have 'mastered' the skill or content.
Tier 2 vocabulary	Challenging, ambitious vocabulary that don't usually appear up in day-to-day conversation. It may be used in multiple subject areas.
Curriculum Sequence	The defined order in which the curriculum is taught to ensure students make progress.
Progress	Students know more, remember more and can do more of what was intended in the curriculum.
Curriculum sequencing	This is ultimately about <i>how</i> and <i>why</i> a certain section of the curriculum serves to prepare students for future content, such that it has a <i>proximal function</i> to make the next stage possible and <i>ultimate function</i> to do an enduring job. The aim is to build a student's knowledge and skills towards agreed end points whilst equipping them with the confidence to be able to create knowledge themselves.

Proximal Function	Each bit of a curriculum has a job to do. The proximal function is how the knowledge from this lesson supports the work planned in the next few lessons/weeks.
Ultimate Function	Knowledge acquired across a curriculum is durable and has an ultimate function, a future purpose. This knowledge supports students, over time, to develop deeper conceptual understanding. It allows individuals to not only eventually enter disciplinary conversations and debates with confidence but allows students to potentially become knowledge creators themselves in the future.
Learning Cycle	A sequence of learning where the concepts and knowledge link closely together. It could be an individual unit or group of units.
Learning Episode	A lesson or group of lessons.

Appendix 1- Curriculum Framework Template

Curriculum Intent

The Curriculum Framework in *(subject)* will:

- Fully cover and extend beyond the Programmes of Study: KS3 set out in the National Curriculum in England (September 2013).
- Define using bullet points the curriculum intent which will shape the aligned KS3 framework in the subject area.

Framework

<i>Insert Subject and Year here</i>	Learning Cycle 1 <i>(Number of weeks)</i>	Learning Cycle 2 <i>(Number of weeks)</i>	Learning Cycle 3 <i>(Number of weeks)</i>	<i>Add more cycles as required</i>
Substantive Concept <i>The big ideas that permeate the curriculum. Creates the links between different subsets of Powerful Knowledge.</i>				
Topic/Unit <i>The title or topic of the unit of work.</i>				
Powerful Knowledge <i>The subject specific (substantive) knowledge that pupils wouldn't otherwise encounter in their day-to-day lives.</i>				
Disciplinary Skills <i>The skills (disciplinary knowledge) that pupils must master if they are to be an effective learner in a subject domain.</i>				
National Curriculum Coverage <i>Identify knowledge and skills defined in the National Curriculum Programme of Study.</i>				
Subject Specific Literacy <i>The tier 3, subject specific vocabulary that will allow pupils to talk, read and write effectively in that subject.</i>				
Assessment <i>Outline the summative and formative assessment which will support the development of the pillars of learning in this Learning Cycle.</i>				