

Subject and curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)

Learn that...	Learn how to...
<p>1. a school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning</p> <p>2. secure subject knowledge helps teachers to motivate pupils and teach effectively</p> <p>3. ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed</p> <p>4. anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable</p> <p>5. explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial</p> <p>6. in order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about</p> <p>7. in all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important</p> <p>8. pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context</p> <p>9. to access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode</p> <p>10. every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.</p>	<p>Deliver a carefully sequenced and coherent curriculum, by:</p> <ul style="list-style-type: none"> • <i>identifying essential concepts, knowledge, skills and principles of the subject and providing opportunity for all pupils to learn and master these critical components</i> • <i>ensuring pupils' thinking is focused on key ideas within the subject</i> • <i>working with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations</i> • <i>using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by experienced colleagues that carefully sequence content)</i> • <i>being aware of common misconceptions and discussing with experienced colleagues how to help pupils master important concepts</i> <p>Support pupils to build increasingly complex mental models, by:</p> <ul style="list-style-type: none"> • <i>discussing curriculum design with experienced colleagues and balancing exposition, repetition, practice of critical skills and knowledge</i> • <i>revisiting the big ideas of the subject over time and teaching key concepts through a range of examples</i> • <i>drawing explicit links between new content and the core concepts and principles in the subject.</i> <p>Develop fluency, by:</p> <ul style="list-style-type: none"> • <i>providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables)</i> • <i>using retrieval and spaced practice to build automatic recall of key knowledge.</i> <p>Help pupils apply knowledge and skills to other contexts, by:</p> <ul style="list-style-type: none"> • <i>ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject</i> • <i>interleaving concrete and abstract examples, slowly withdrawing concrete examples and</i>

	<p><i>drawing attention to the underlying structure of problems.</i></p> <p>Develop pupils' literacy, by:</p> <ul style="list-style-type: none"> • <i>demonstrating a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling</i> • <i>supporting younger pupils to become fluent readers and to write fluently and legibly.</i> • <i>teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught</i> • <i>modelling reading comprehension by asking questions, making predictions, and summarising when reading</i> • <i>promoting reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children)</i> • <i>modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing.</i>
<p>Notes</p> <p><i>Learn that...</i> statements are informed by the best available educational research; references and further reading are provided below.</p> <p><i>Learn how to...</i> statements are drawn from a wider evidence base including both academic research and additional guidance from expert practitioners.</p>	

Source: Dfe ITT core content framework and Early Career Framework (2019)