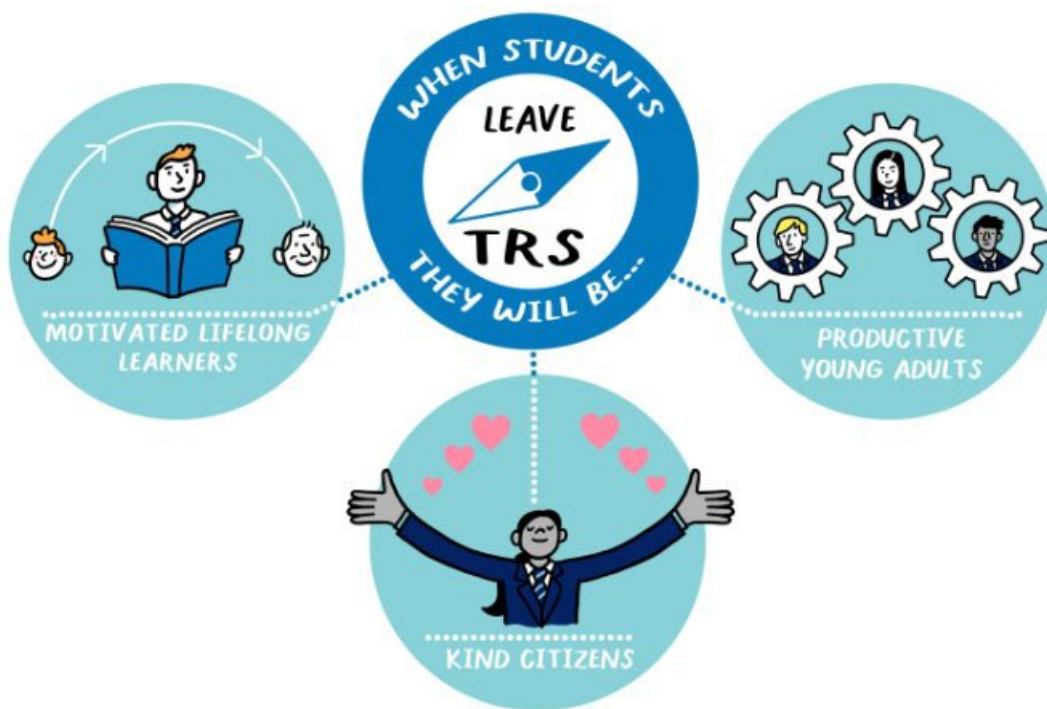


Curriculum Principles

Our aim is to provide a first-class education for all our students (Article 28, UNICEF Our Rights). By teaching our curriculum well, and delivering education with character, we bring out the *best in everyone*.

Our curriculum ensures students have powerful knowledge, maximises their cognitive development. We aim to nourish the whole person and develop their individual talents. Students leave us as motivated lifelong learners with knowledge, skills and qualifications to be successful in their desired destination, and the character required to flourish once they get there. The curriculum therefore liberates and empowers, providing students with the confidence to understand and shape the world around them, to be active and economically self-sufficient citizens, and to ‘enter into the conversation of mankind.’¹ They leave us as kind citizens who will make a valuable contribution to the world around them as productive young adults.



Why this?What students should know and be able to do.

Entitled to powerful knowledge.

Powerful knowledge ensures that ‘people are not trapped by the limits of their experiences’. ‘Access to this knowledge is the “right” of all pupils as future citizens.’²

¹ Oakeshott, M. (1965) *The Voice of Liberal Learning*. Indiana: Yale.

² Young, M. (2010). "What Are Schools For?" In *Knowledge and the Future School: Curriculum and Social Justice* (p. 17). London: Bloomsbury Academic.

Students are entitled to know substantive knowledge ('facts' of a subject) to understand what has been said and disciplinary knowledge (how knowledge is constructed and developed within a subject) to 'enter the great conversations of mankind'. Within substantive and disciplinary knowledge, the curriculum includes conceptual knowledge (factual knowledge; knowing that; declarative knowledge) and procedural knowledge (skills; processes; knowing how to).

All students have the right to a balanced and bespoke curriculum with ambitious endpoints that achieve or go beyond the National curriculum. Students study a three-year KS3, are encouraged to study EBACC at KS4 and complete academically challenging courses at KS5.

We are particularly conscious of the role that oracy, literacy, and numeracy play in unlocking the whole curriculum. They are emphasised throughout our curriculum.

	Conceptual knowledge (factual knowledge; knowing that; declarative knowledge)	Procedural knowledge (skills; processes; knowing how to)
Substantive knowledge (‘facts’ of a subject)	For example: • 100 cm is the same as 1 m. • Liquids expand when they are heated. • William the Conqueror won the Battle of Hastings in 1066. • Flooding can occur when the ground is saturated.	For example: • Convert these centimetres to metres. • Draw a particle diagram for a liquid. • Place these events in chronological order. • Use the OS map and identify the human feature in grid square 4762.
Disciplinary knowledge (how knowledge is constructed and developed within a subject)	For example: • All measuring instruments have an in-built degree of uncertainty. • The past is not fixed but constructed through interpretations. • The stages of the geographical enquiry process are: hypothesis, data collection, data presentation, data analysis, conclusion and evaluation.	For example: • Use a thermometer to measure the temperature of a solution. • Decide which flood management strategy is most suitable for [place]. • Make a judgement about which was the most important way William the Conqueror maintained control.

Knowledge is diverse, inclusive and representative

Our curriculum provides all students with mirrors and windows; all students can see themselves reflected positively ('role models') and are taken beyond their immediate experience. Curriculum does not shy away from controversial issues, explicitly challenges unhelpful and harmful stereotypes, and teaches the history of oppression and discrimination. Our curriculum teaches about things that are representative of the UK as a whole and our local area. Diversity is an integral part of our curriculum, not an optional part or studied in a designated month. Everything in our curriculum has academic merit; inclusion is never tokenistic. Our curriculum includes the context of ideas and objective summaries of where they may be contested. Thus, political views are not promoted, and contested theories are not taught as fact.



Education with Character

Our curriculum is intended to spark curiosity and to nourish both the head and the heart. This is through our taught subject timetable as well as spiritual, moral, social and cultural development through tutor time and our extra- and super-curricular provision, our vision and R10 values, our Rights Respecting work, and behaviour curriculum.

Our character curriculum aims to develop our students as responsible, respectful and active citizens, so they are able to thrive and flourish in school, and in the adult world. Opportunities to discuss character, engage in ethical and sustainability debates, and display leadership are maximised.

Our 'Regis 10' encompass civic (service), intellectual (creativity, listening), moral (respect, kindness and welcoming) and performance (resilience, positivity, independence and belief) values. Student leadership is strategically planned for and celebrated. We take a caught, sought and taught approach to our EWC curriculum (Framework for Character Education in Schools, 2017), underpinned by the Aristotelian concept of phronesis (the practical wisdom to make the right moral choice, even when values may be in opposition) and our rights respecting ethos. Our curriculum supports the the United Learning Charter for Education with Character. As such we ensure our students have the practical wisdom to behave with integrity, and can develop their character, talents and abilities to the full.

Why now? How students acquire this knowledge

“The ultimate aim of curriculum must be to a structured path, a movement through knowledge in time, where travel leads to acquisition and understanding, to seeing the world in a new way.”³

The shared practice of teachers at The Regis School is **all informed by rich banks of evidence-informed techniques, strategies and routines**, including Barak Rosenshine’s Principles of Instruction and techniques from Teach Like a Champion. They allow us to fulfil our next three principles. Leaders draw on them to meet our principles in their curriculum intent. Teachers draw on their in-depth knowledge the curriculum, student prior knowledge and knowledge of the individuals in their class to ensure lessons are planned and implemented to maximise student progress.

Coherent whole

The order in which things are taught matters, just like the order a novel is read in matters. A novel makes sense when it is read in order because characters, settings and events introduced in a careful sequence across several chapters.⁴ Our curriculum is carefully sequenced within and across subjects to ensure powerful knowledge builds term by term, and year by year, securing hierarchical and cumulative progression as appropriate.



Similarly, we make meaningful connections within subjects and between subjects. Students develop coherent conceptual frameworks; new knowledge is integrated it into these well-organised mental maps (schema) with knowledge appropriately linked together. Conceptual frameworks are built of ‘themes’ and ‘threads’. Themes are the ‘big ideas’ or important concepts that are revisited regularly in each subject, and some themes span across subjects, building coherence across subjects through explicit links and consistent knowledge, e.g. in definitions. Threads are smaller strands that sit within the themes.

³ Ashbee, R. (2021) *Curriculum: Theory, Culture and the Subject Specialisms*. Abingdon, Oxon: Routledge

⁴ <https://thedignityofthethingblog.wordpress.com/2018/04/07/senior-curriculum-leadership-1-the-indirect-manifestation-of-knowledge-a-curriculum-as-narrative/>

Acquire and apply

Acquisition, application, consolidation, retrieval and interleaving are meticulously planned. Students must remember and apply increasingly complex knowledge overtime, and learning lasts longer when students build on what they know.⁵ New knowledge must integrate into students' conceptual frameworks and become flexible to apply in wider contexts.

New knowledge is introduced carefully. Students retrieve and revisit prior knowledge to locate relevant existing conceptual frameworks for the new knowledge. Sufficient time is spent with new knowledge to integrate it into existing conceptual frameworks. New information is gradually acquired to prevent cognitive overload, and care is taken not to introduce too many pieces of knowledge that would sit in different conceptual frameworks at any one time.

Curriculum is not assessment driven as “most of the time, the final accomplishment does not resemble the means of its nurture”.⁶ Students secure foundational knowledge, skills and concepts before moving on. Over time, students know more knowledge, make more links and know more examples of applications, so can answer harder questions correctly and produce work of a higher standard.⁷ Students build complex schema with flexible knowledge easily recalled from their long term memory, freeing their working memory to problem solve and apply the knowledge.⁸

Adapt and improve

Our curriculum is adapted to teach our students what, when and how it is best for them.

Adapt what is taught: Powerful knowledge our students are entitled to drives what is taught and our curriculum reflects our local context. For example, in Geography fieldwork is conducted.

Adapt when it is taught: Careful sequencing to secure coherent curriculum drives when topics are taught. At a theme level, there is some flexibility where knowledge is cumulative, e.g. in Science, cells and particles could be taught in either order, whereas where knowledge is hierarchical the order is fixed, e.g. cells must be taught before inheritance. This also applies within themes.

⁵ Deans for Impact, The Science of Learning, 2016 [thescienceoflearning.pdf \(deansforimpact.org\)](https://www.deansforimpact.org.uk/the-science-of-learning/)

⁶ Counsell, C. “Better Conversations with Subject Leaders” in Sealy, C. (Ed.) *The researched Guide to the Curriculum*. Woodbridg: John Catt, 2020

⁷ Ashbee, R. (2021) *Curriculum: Theory, Culture and the Subject Specialisms*. Abingdon, Oxon: Routledge

⁸ Deans for Impact, The Science of Learning, 2016 [thescienceoflearning.pdf \(deansforimpact.org\)](https://www.deansforimpact.org.uk/the-science-of-learning/)

Early catch up is essential in order for students to learn what they are expected to in the year they are expected to: we aim to promptly identify and support students who start secondary school without a secure grasp of reading, writing and mathematics so that they can access the full curriculum.

Adapt how it is taught: The shared practice of teachers at The Regis School is informed by rich banks of evidence-informed principles, techniques, strategies and routines, including Barak Rosenshine's Principles of Instruction and techniques from Teach Like a Champion. Teachers' planning is responsive to their class as individuals, including, for example, appropriate scaffolding for SEND or resequencing lessons to revisit knowledge where it is evident that there are gaps in knowledge.

Improve: Curriculum development is an ongoing process. We work collaboratively internally and with external subject communities, including our Trust Advisors. This ensures it continuously improves and remains relevant and fit for purpose for our students and the world they are growing up in. For example, curriculum about careers and digital safety responds to the emergence of AI.

Teachers are responsive in lessons to the needs of students. They check for understanding throughout lessons, reteach where required and provide students with feedback to improve.

Glossary

Key word	Meaning
curriculum	The knowledge and skills that we teach to students.
national curriculum	A summary of the minimum end points expected at each key stage (and in some cases, each year group), as determined by the Department for Education.
knowledge	Specialized, theoretical, and structured information that is developed within academic disciplines.
powerful knowledge	(As set out by Professor Michael Young): Knowledge that transcends everyday experiences and equips individuals with the intellectual tools needed to think critically, solve complex problems, and participate effectively in society.
substantive knowledge	The body of work of a subject.
disciplinary knowledge	The way in which the body of work of a subject is created and maintained. It relates to the activities that academics might do, such as make arguments in history or conduct investigations in science.
conceptual knowledge	Articulatable knowledge ('knowing that...'). It is sometimes called declarative knowledge.
procedural knowledge	Knowledge that cannot be articulated necessary, but is knowledge of how to do a process ('knowing how to...'). It is sometimes called non-declarative knowledge.
sequencing	The ordering of content in a curriculum.
mastery	The expectation that students to 'master' content when it is taught, i.e. most students should understand and be able to apply the knowledge in wider contexts with an ~80% success rate.
a 'vertical' / hierarchical subject	A subject in which there are items of knowledge that students must have before they can learn something new (such as maths, science or MFL).
a 'horizontal' / cumulative subject	A subject in which there are not specific items of knowledge that students must have before they can learn something new (such as history, English, and aspects of geography and RS)
conceptual framework / schema	A cognitive structure that organises and interprets information, enabling students to build on prior knowledge and skills in a structured, sequential manner

specification	The list of content that should be taught by the end each year group, which may be assessed in the end-of-year summative assessments. It is not intended to be a curriculum with discrete units.
themes	The substantive and disciplinary ‘big ideas’ that are revisited and built upon across the curriculum. These help students to build coherent conceptual frameworks and make connections to prior knowledge across units.
threads	The smaller ideas that sit within the themes.
curriculum document	The voluntary-but-irresistible document that sets out one way that the specification content can be taught across the year. It sets out the progression in themes and threads, an outline of each unit, and provides guidance about how it may be implemented.
scheme of work	The voluntary-but-irresistible document that provides the detailed content and suggested lesson-by-lesson sequence for each unit.
subject knowledge	The voluntary-but-irresistible document that sets out the subject and pedagogical knowledge needed to teach the unit. It is intended to be read in full before teaching a unit.
adaptable lesson resources	The voluntary-but-irresistible PowerPoint slides and printable Word documents that can be adapted and used to teach.
pre-learning check	A short, low-stakes test that helps teachers check that students are secure in prerequisite content, before teaching a unit. (If they are not secure in the prerequisite content, it should be pretaught).
post-learning check	A short, low-stakes test that helps teachers check that students have understood the main content in the unit.
question bank	A collection of low-stakes questions for a unit, which can be used by teachers to create quizzes for start of lessons, end of lessons, or homework.
pedagogy	The science of teaching and learning
simple memory model	A model to describe how information is processed and stored, which includes the sensory, working and long-term memory.
cognitive load	The mental effort required in the working memory during a lesson.