

Curriculum Policy

September 2020

Published date: September 2020	Next review deadline: September 2022	Statutory	Executive Lead at ATT: Susan Byles Regional Education Director Secondary East
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Associated documents:	
Homework Procedure Teaching and Learning Handbook CSI Guide	
Links to:	
<ul style="list-style-type: none"> • Assessment, Recording, Reporting and Exams Policy • SEND Policy • Equalities Policy • Behaviour (including Rewards, Sanctions and Exclusions) • Relationships and Health Education Policy (primary) • Relationships, Health and Sex Education Policy (secondary) • Early Years Foundation Stage Policy • Pupil Premium Policy • CEIAG Policy 	

Policy statement approved by the Standards and Outcomes Committee, April 2020

Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the ‘Nolan Principles’ of Public Service, which is made clear in our commitment to Ethical Leadership.

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Statement of Intent

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. The power of curriculum is immense. 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 that takes them far beyond what their own individual experience ever could. In order 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.

All learners in our academies will experience a curriculum that

1. is **ambitious** and **enjoyable** through knowledge and skills developed from Foundation Stage to Post 16 and Adult provision.
2. is **knowledge rich**, ensuring access to a wide, global cultural capital – thus maximising lifetime opportunities.
3. is **inclusive**, nurturing and tailored towards the needs of the individual.
4. 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.
5. is **enriching**, ensuring all experience a rich variety of cultural, artistic and sporting activities.
6. is **broad** in terms of coverage and (at least) encompassing the breadth of the 2014 English National Curriculum.
7. celebrates the uniqueness of each educational setting in terms of **localised knowledge and skills**.
8. **develops** character, personal pride and the highest moral standards.
9. celebrates **diversity**, challenges **injustice**, promotes **equality** and encourages the creation of a better world.
10. is delivered by well-qualified, forward-thinking, skilled, passionate **professionals**.

1 Legal Framework and Definitions

This policy has due regard to statutory legislation, 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

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

2 Scope of this Policy

- 2.1 This policy applies to all academy leaders, academy staff and academy learners.
- 2.2 For the purpose of this policy the reference to ‘pupils’ includes all learners in our academies.
- 2.3 For a glossary of the terms used in this policy refer to Appendix A.

3 Curriculum Leadership

- 3.1 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 – Appendix A. 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. All of our academies establish this approach in their own versions of the ‘**Curriculum Leaders Handbook**’.
- 3.2 Curriculum leaders work to **ensure** that the curriculum is fit for purpose and secondly to **assure** that it is delivered well and leads to an excellent quality of education for all students.
- 3.3 Curriculum leaders work collaboratively within and between our academies to design a curriculum which follows tight principles about what **content** is taught and how it is **sequenced**.
- 3.4 Curriculum leaders regularly **review** the design of the curriculum and routinely **quality assure** its implementation so that it achieves its intended purpose.

4 Curriculum Purpose

- 4.1 In establishing the purpose (intent) of our curriculum we refer to the following tight principles:
 - That our curriculum is at least as broad and balanced as that of the National Curriculum.
 - That it is important for all pupils and particularly for those from disadvantaged backgrounds to have as broad a curriculum for as long as possible to build their knowledge of wider cultural capital.
 - That our curriculum can be adapted to meet the needs of vulnerable learners and those with SEND without lowering expectation and aspirations.
 - That all of 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. (60% of KS4 in 2021 and 75% by 2022.)
 - That all pupils are entitled to read widely and often.
 - That the development of pupils’ characters is as important as the teaching of academic knowledge.

- That the curriculum prepares pupils for life in modern Britain and works to develop social, moral, spiritual and cultural knowledge and understanding rooted in the principles of Fundamental British Values.

4.2 Our Curriculum Intent:

The Westbourne Academy curriculum aims to enable our students to have:

- an understanding of the world in which we live, the interdependence of individuals, groups and nations and an appreciation of time, language and place
- an appreciation of the creative arts in terms of personal expression and as an aesthetic reflection of being human
- the ability to read fluently, critically and with a level of discernment
- the numerical and problem solving skills to be a successful working adult
- understanding, respect for and tolerance of others - regardless of differences of race, disability, sexuality, gender, culture or religion.
- an understanding and appreciation of technology and science in a rapidly changing society
- a personal understanding of staying safe, being thoughtful, being accountable and being respectful.
- an understanding of staying physically fit, healthy and mentally well
- knowledge and understanding of environmental issues

5 Curriculum Implementation

5.1 We consider the following principles when deciding how to implement the curriculum intent:

- When and how to teach new core and wider content.
- When and how to teach core skills including oracy, literacy and numeracy.
- When and how to revisit and build on prior learning so that each component of learning can build to become composite learning.
- What knowledge pupils should be able use with fluency (speed and accuracy) and by what stage of their education from their starting points.
- How to sequence learning so that the proximal and ultimate functions of knowledge build over time.
- How to ensure pupils will make expected or better than expected progress as a consequence of the curriculum purpose, design and implementation.
- In order to achieve a broad curriculum, how to ensure that all pupils, where applicable, in KS4 study a minimum of eight qualifications with every bucket filled with best practice to study nine. At KS5 how most pupils should follow a programme of three qualifications with some doing four.

5.2 Our curriculum implementation:

Our Curriculum has been carefully planned from Year 7 to ensure it is fully differentiated based on students' needs. Our rationale is simple, push the most able and focus carefully tailored support on our least able. Each lesson on Wednesday is shortened by 5 minutes so that staff training and meetings take place from 2.25pm.

At the centre of our approach to improving the standard of teaching and learning across the academy lie a set of Core Principles, which outline the fundamental expectations we have of our teaching staff. Five key elements of these Core Principles, summarised briefly below, highlight some of the basic practices we expect to see in lessons in order to improve student

performance and progress. Further information can be found in the Teaching and Learning Guidance document.



Differentiated success criteria that drive the lesson;



Regular use of prior knowledge testing (PKT) activities;



Lessons challenge students of all ability in each class;



Purple pen demonstrates pupil reflection on and improvement to their work;



Range of questioning techniques increase engagement and accountability.

Streaming

In Years 7, 8 and 9 we have created a top stream of students A&E and base stream (D&H) on each half of the year. The top stream groups contain our most academically talented students based on Key Stage 2 entry. In these lessons, you will see our teachers delivering fast paced lessons filled with challenge tasks that will stretch the performance of the most able. There will be a real emphasis on all students achieving the gold level success criteria. The top stream students in Year 8 and 9 are studying Latin alongside Spanish. Latin is the language of law, government, logic, theology and science. The base stream groups contain our least academically able students. These students are taught in much smaller classes where our Teaching Assistant support can be maximized. In these lessons, you will see an emphasis on basic numeracy and literacy skills.

A small number of our students do not study a language. We use this curriculum time to strengthen their numeracy and literacy so that they may access the curriculum more effectively .

English and Maths catch up (ECUP and MCUP)

Targeted students in Year 7 that are not yet Secondary ready receive extra English and Maths lessons replacing their language lessons. These lessons are delivered by specialist subject teachers. We use progress tests at the end of the autumn and spring term to monitor the impact of this extra provision. The aim of this is to get as many students up to secondary ready level by the time they reach Year 8.

THRIVE

THRIVE is an emotional wellbeing programme which is run by our Thrive Licensed Practitioner. The THRIVE approach uses insights from neuroscience, attachment theory and child development to support students' social and emotional development. Students have sessions which are bespoke to their needs. This programme can also be used for students who have had life changing events and need the extra support.

Outdoor Learning

At Westbourne, we have developed Gandalf's Garden which is our outdoor learning intervention to support students with SEMH needs. Students learn about the environment and also key life skills. They grow and sell produce. We currently have two groups - one in Year 7 and one in Year 8.

Phonics

From September 2019, we have launched Fresh Start Phonics within Year 7. This programme is for students who were below expected standard at KS2. Students are assessed frequently and are on the programme which is relevant to their learning needs.

Gym Trail

Launched in October 2019, Gym Trail is an intervention for Year 7 focusing on developing fine and gross motor skills as well as life skills in terms of problem solving, team work etc.

Inspire

Through funding from the Ipswich Opportunity area, Inspire Suffolk are delivering a Princes Trust programme for identified groups within Year 8 and Year 9. This programme provides students with opportunities to develop skills which are needed in the world of work and also focuses on issues such as the local community.

Oasis

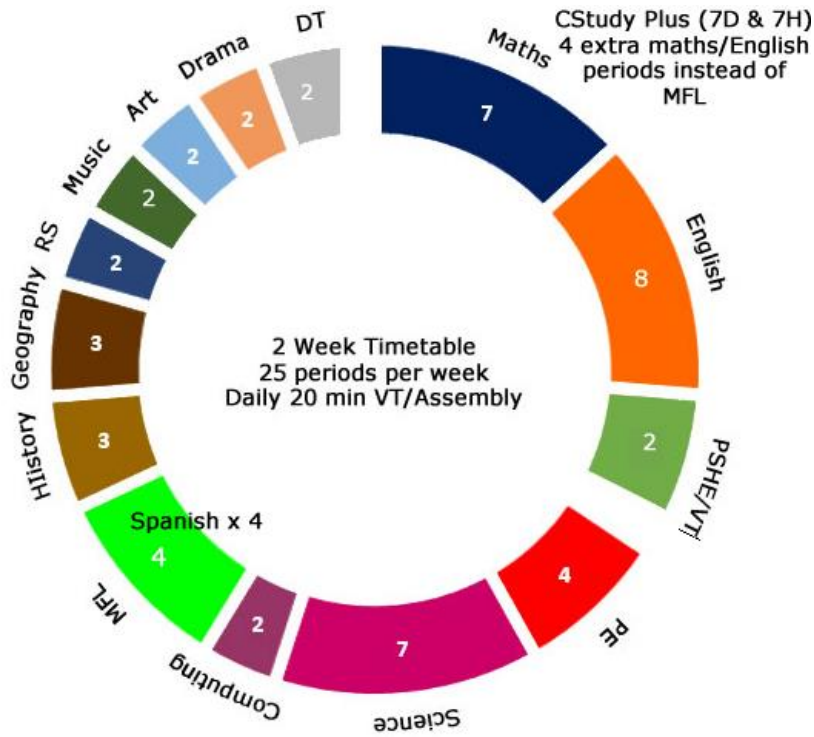
The Oasis Centre is open five periods per day. It is staffed by an Instructor that specialises in dealing with students that are struggling to cope with the full curriculum as well as delivering the extra numeracy and literacy lessons in Years 8 and 9. It is open to all KS3 year groups. These students have complex behavioural, social or emotional issues. Oasis can be used for students that have been withdrawn from particular subject lessons, or during period 1 and 5 to give students support at the start and the end of the day. The Oasis Centre offers a bespoke way of learning within a very small group environment. The Oasis Instructor works hard to build positive relationships with these students. Without this crucial provision these students would not be able to continue in mainstream education. It is the role of the Senco and Assistant Principal in charge of behaviour to identify which students require Oasis Centre intervention.

Entry Level Certificate in Science

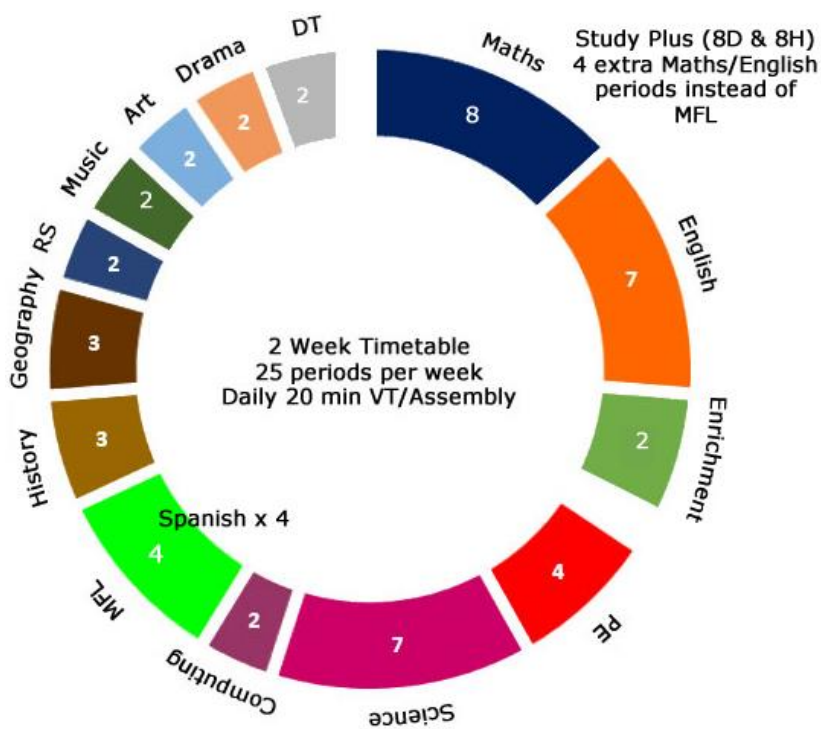
The lower set science groups in both halves of Year 9 are studying for an entry level certificate in science. They will complete this course in Year 10. They will also sit the double science award at the end of Year 11. This entry level course is designed to build the confidence and self-esteem of students that have struggled with Science in Year 7 and 8.

EAL

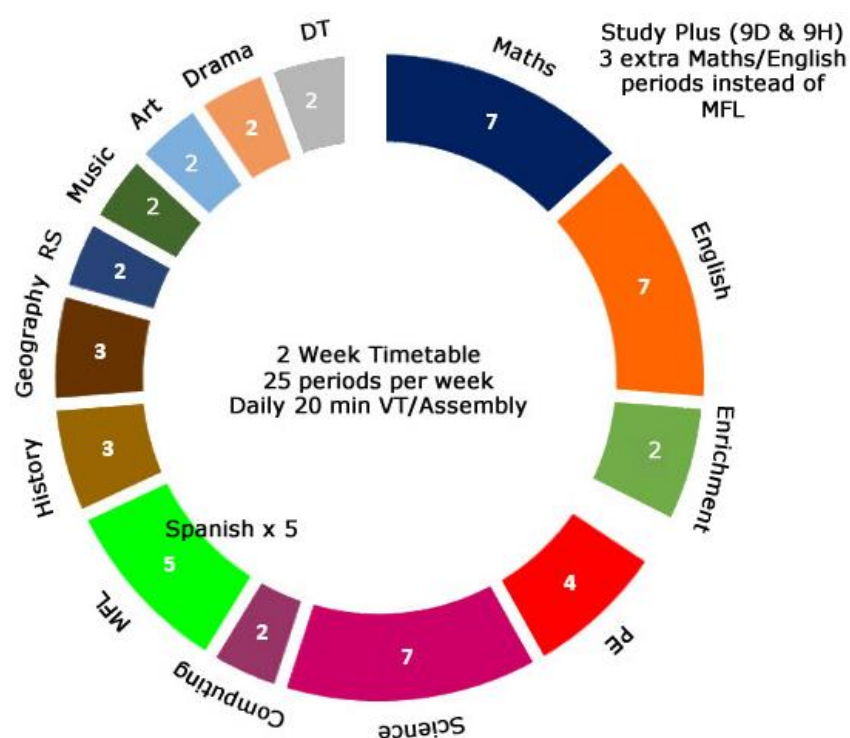
Year 7



Year 8



Year 9



Pathway choices

Students and parents are fully involved in the Pathway process. Parents and students attend a Pathway interview with a member of staff. Academic performance data and discussion about students aspirations and interests are used to help guide students choices within the students assigned pathway. Parents and Year 9 students also attend a Pathway evening. This evening starts with a presentation on how to make good choices and ends by giving them the opportunity to speak to members of teaching staff and students currently studying the subject. Post-16 providers are also on hand to brief students on how their choices may impact upon their post-16 options.

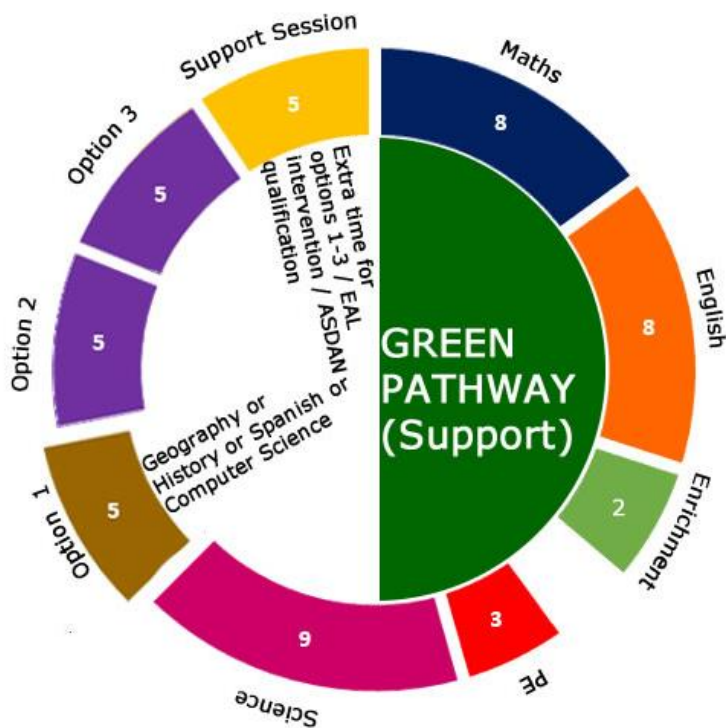
Within the three pathways we provide a range of traditional GCSE's and vocational options so that we can tailor each students curriculum to their learning styles and strengths.

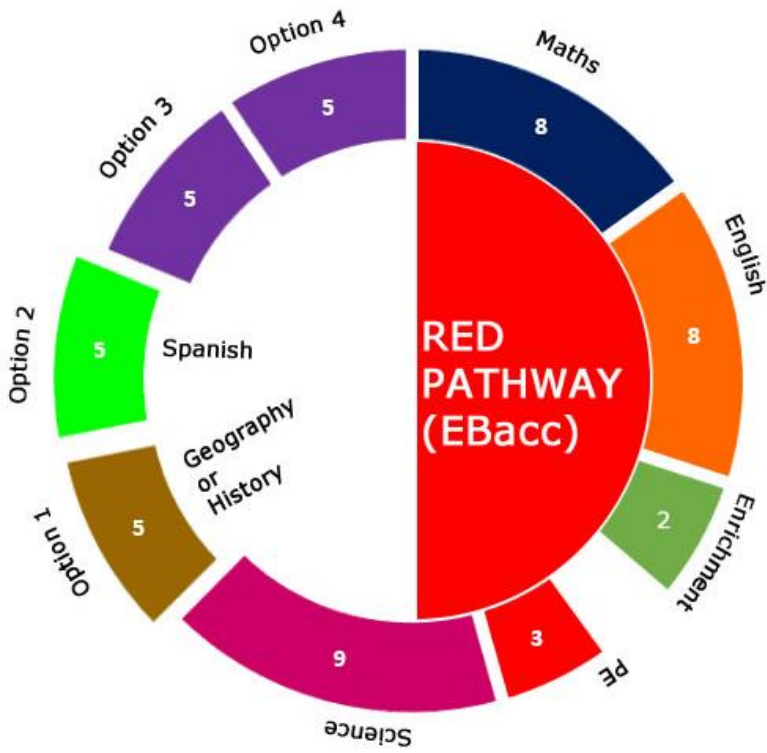
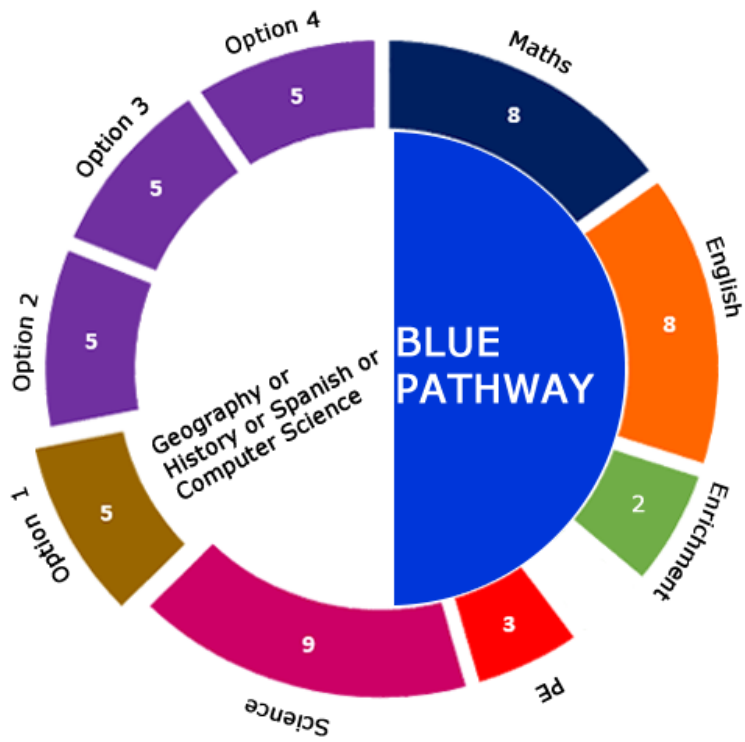
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Key Stage 4

The core consists of English, maths, double science, physical education, and enrichment. All students study 'Personal finance' and 'Managing money' as part of their weekly enrichment lessons in Year 10 term 1. For those who show a financial competency at the start of Y10, there will also be an option to complete a 'Certificated award' in Financial Education in Year 11. Weaker students will study an ASDAN award at either Level 1/2. For weaker EAL students or new arrivals one of the options is "EAL Support" where they are either supported in certain subjects or given opportunities to catch up in others.





Curriculum Structure

Students at Westbourne Academy follow a fortnightly timetable, comprising twenty five one hour lessons and a daily twenty minute period of Vertical Tutoring or House assembly.

The breakdown of Year 7 lessons over the fortnight is as follows: English (8), Maths (7), Science (7), Spanish (4), PE (4), Geography (3), History (3), Art (2), Computing (2), Design Technology (2), Drama (2), Music (2), PE (2), PSHE (2) and Religious Studies (2).

Students are streamed into two top sets (7A & 7E) and two base sets (7D & 7H) across both halves of the year group. Students in 7D and 7H complete four hours of additional Maths and/or English in Study Plus lessons, which replace Spanish on their timetable.

The breakdown of Year 8 lessons over the fortnight is as follows: Maths (8), English (7), Science (7), Spanish (4), PE (4), Geography (3), History (3), Art (2), Computing (2), Design Technology (2), Drama (2), Music (2), PE (2), PSHE (2) and Religious Studies (2).

Students are streamed into two top sets (8A & 8E) and two base sets (8D & 8H) across both halves of the year group. Students in 8A and 8E study Latin alongside Spanish. Students in 8D and 8H complete four hours of additional Maths and English in Study Plus lessons, which replace Spanish on their timetable.

The breakdown of Year 9 lessons over the fortnight is as follows: English (7), Maths (7), Science (7), Spanish (5), PE (4), Geography (3), History (3), Art (2), Computing (2), Design Technology (2), Drama (2), Music (2), PE (2), PSHE (2) and Religious Studies (2).

Students are streamed into two top sets (9A & 9E) and two base sets (9D & 9H) across both halves of the year group. Students in 9A and 9E study Latin alongside Spanish. Students in 9D and 9H complete three hours of additional Maths and English in Study Plus lessons, which replace some Spanish on their timetable.

Students in Years 10 and 11 follow one of three routes for KS4 study. These are the Red, Blue and Green pathways and students are guided to follow the route most suited to them, based on their academic progress in KS3 study.

Red Pathway students follow the EBacc curriculum, consisting of compulsory Spanish (5), compulsory choice of Geography or History (5) and two additional option subjects for 5 periods a fortnight each. Alongside the core curriculum of English (8), Maths (8), Double Science (9), Physical Education (3) and Enrichment (2), additional GCSE and vocational subjects for study include; Art, Business, Business Enterprise, Computer Science, Creative iMedia, Design Technology, Drama, Geography, Health & Social Care, History, Hospitality & Catering, Music, PE (BTEC), Photography, Religious Studies and 3D Design.

Blue Pathway students choose a compulsory eBacc subject choice from either Geography, History, Spanish or Computer Science and then three additional subjects from above to complement their core curriculum.

Green Pathway students follow the same route as blue pathway students, with the exception of their third option subject being taken for additional support with either EAL intervention, an ASDAN qualification or extra time to support their progress with their other option subjects.

Home learning plays an important part in supplementing and enhancing our curriculum. Students are set tasks in all subject areas on the ShowMyHomework platform. Both students and parents have a personalised log in for the SMHW site as well as the ability to access the calendar of tasks set across different year groups/subjects on the academy website.

6 Curriculum Maps

- 6.1 Every subject/phase has a curriculum map that sets out what will be taught and in what order as well as key assessment points.
- 6.2 There is one map per year group and each one links to the preceding and next year. Wherever possible the map also includes links to the relevant 'Knowledge Organiser' setting out the core knowledge for that part of the curriculum.
- 6.3 All of this information is shared with pupils, parents/carers, governors and other relevant stakeholders through the academy website.

7 Wider Curriculum

- 7.1 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'.
- 7.2 Our academies deliver programmes of education which develop pupils' personal and social characters.

At Westbourne we highly value students personal development and health. At Key Stage 3 we have dedicated a large amount of curriculum time to delivering a comprehensive programme of enrichment and religious education.

The Enrichment programme encapsulates Personal, Social and Health education, British values and careers education and wrap around our STAR values (Safe, Thoughtful, Accountable, Respectful). We are also catering for students with an interest in the armed forces by providing a Combined Cadet Force programme.

All students in KS3 study Religious Education. All students in Years 7 and 8 receive two hours of enrichment time within their curriculum. Our Year 9 students receive one hour of enrichment time within their curriculum. Students in KS3 experience a set of themed days where the normal curriculum is suspended so that the students can receive a fully immersive experience.

Our Year 10 and 11 students receive two hours of Enrichment time within their curriculum. For those students not studying for the Certificated award in personal finance, an enrichment programme is provided that includes Careers advice and guidance. The sessions are programmed in for the academic year and shall include applying for sixth form, college or apprenticeships, how to complete application forms and interview skills, revision techniques and transition to Key Stage 5. We also use drop down days, where we suspend the curriculum to deliver enrichment activities.

There are approximately sixty students across three year groups (9-11) are studying for an Army Proficiency Certificate with the Combined Cadet Force. This course takes place afterschool every Tuesday and promotes discipline, problem solving, communication and team work. These students showed an interest in the armed forces.

Leadership

- 7.3 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. See our CEIAG policy and programme for further detail (CEIAG (this will be a new policy, to complement your existing statements about careers provision)
- 7.4 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.
- 7.5 Pupils are taught what constitutes good behaviour and what the benefits of good behaviour are. See Behaviour Policy for further detail.
- 7.6 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.

8 Enrichment

- 8.1 Enrichment is rooted in our academy values, forming a golden thread within and beyond the curriculum.
- 8.2 Enrichment opportunities are centred on the needs of all pupils, including the most vulnerable, and the context of the local community.
- 8.3 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.
- 8.4 Enrichment inspires, engages and enhances every pupils' opportunity and desire to develop, widen and celebrate their talents and interests within and beyond the curriculum.
- 8.5 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.
- 8.6 Every pupil has an Enrichment Passport in which they capture and record their participation in enrichment activities.

9 Intervention

- 9.1 Not every pupil has the same starting point and there are times when the curriculum needs to be adapted for individual learners.
- 9.2 Our academies develop a range of intervention strategies to support learners to fill knowledge gaps.

- 9.3 Pupils who are identified at assessment points as being below the age-related expected standards are given individual or small group interventions over defined periods of time. Pupils are assessed at the beginning and end of the intervention programme so that progress can be tracked.

10 Assessment

- 10.1 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.
- 10.2 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.
- 10.3 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.
- 10.4 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 students have learned the curriculum.
- 10.5 Assessments are standardised both internally and externally in our academies. For our core subjects, leads meet regularly in TNGs (Team Network Groups) to standardise assessments across our academies. At KS4 this is assisted by the selection of common examination boards for the EBacc subjects.
- 10.6 See our Assessment, Recording, Reporting and Exams Policy for further detail.

11 Staff Training and Support

- 11.1 We build regular opportunities for staff in our academies to develop their subject, pedagogy and pedagogical content knowledge through individual and group training.
- 11.2 Team Network Groups are subject specific and meet up to six times a year to develop curriculum plans, schemes of learning and lesson resources.
- 11.3 Strategic Development Groups address wider curriculum issues and also meet up to six times a year.

- 11.4 We encourage staff to attend webinars, training days and development activities through our ATT Institute and those offered by external organisations.
- 11.5 Training needs for individual staff are routinely linked to their development targets and PDCs (Professional development Conversations) take place regularly throughout the year.
- 11.6 We deliver bespoke training for new entrants to the professions and for those recently qualified or returning to the profession.

12 Review

- 12.1 The application of this policy in our academies is reviewed by the Regional Education Directors as part of the CSI (Challenge, Support and Intervention) Strategy.

Appendix A Glossary of Curriculum Language

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 taking into account 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.
Component	Individual items of knowledge that students will learn.
Composite	Components combine together to form composites, combined they become more complex composites.
Fluency	The ability to retrieve knowledge quickly and accurately.
Cultural Capital	'It is the essential knowledge that students 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.' (Ofsted S5 Handbook 2019) In our Trust this is not a tick box for each topic or lesson but is rooted in the curricular culture of our academies.
Core Content	This refers to the substance of the curriculum that students must know and remember to ensure a secure foundation in their schemata development.
Wider Content (Hinterland)	This is the content that sits outside of the core. It might be about the bigger picture. For example, the full novel. Without acknowledging and using such wider content, the core (a small passage from a novel) may not have true meaning. Wider content is often what makes knowledge rich and memorable for students.
Substantive Knowledge	The knowledge produced by an academic subject, which is made up of established facts that are uncontested.
Cumulative knowledge	This is where knowledge is not wholly reliant on students having previously studied a 'certain' topic, which means there are many pathways to mastering the content.
Hierarchical Knowledge	This means that you cannot teach one topic until students have 'mastered' the prior knowledge - e.g. times tables before fractions.
Disciplinary Knowledge	Disciplinary knowledge refers to what pupils learn about how that knowledge was established and constructed within the discipline, its degree of certainty and how it continues to be revised by scholars, artists or through professional practice. In some subjects, this is where there is space for judgement making, argument, open-ended challenges and subject thinking.
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</i>

	<i>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.