

## Subject and Curriculum (Standard 3 – ‘Demonstrate good subject and curriculum knowledge’)

Learn that...	Learn how to...
<ol style="list-style-type: none"> <li>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.</li> <li>2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.</li> <li>3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed.</li> <li>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.</li> <li>5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.</li> <li>6. In order for pupils to think critically, they must have a secure understanding of knowledge</li> </ol>	<p><b>Deliver a carefully sequenced and coherent curriculum, by:</b></p> <ul style="list-style-type: none"> <li>• <i>Receiving clear, consistent and effective mentoring in how to identify essential concepts, knowledge, skills and principles of the subject.</i></li> <li>• <i>Observing how expert colleagues ensure pupils’ thinking is focused on key ideas within the subject and deconstructing this approach.</i></li> <li>• <i>Discussing and analysing with expert colleagues the rationale for curriculum choices, the process for arriving at current curriculum choices and how the school’s curriculum materials inform lesson preparation.</i></li> </ul> <p><b>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ul style="list-style-type: none"> <li>• <i>Providing opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject.</i></li> <li>• <i>Working with expert colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.</i></li> <li>• <i>Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content).</i></li> <li>• <i>Being aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts.</i></li> </ul> <p><b>Support pupils to build increasingly complex mental models, by:</b></p>

<p>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>	<ul style="list-style-type: none"> <li>• <i>Discussing and analysing with expert colleagues how to revisit the big ideas of the subject over time and teach key concepts through a range of examples.</i></li> <li>• <i>Discussing and analysing with expert colleagues how they balance exposition, repetition, practice of critical skills and knowledge.</i></li> </ul> <p><b>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ul style="list-style-type: none"> <li>• <i>Drawing explicit links between new content and the core concepts and principles in the subject.</i></li> </ul> <p><b>Develop fluency, by:</b></p> <ul style="list-style-type: none"> <li>• <i>Observing how expert colleagues use retrieval and spaced practice to build automatic recall of key knowledge and deconstructing this approach.</i></li> </ul> <p><b>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ul style="list-style-type: none"> <li>• <i>Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables).</i></li> </ul> <p><b>Help pupils apply knowledge and skills to other contexts, by:</b></p> <ul style="list-style-type: none"> <li>• <i>Observing how expert colleagues interleave concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems and deconstructing this approach.</i></li> </ul> <p><b>And - following expert input - by taking opportunities to practise, receive feedback and improve at:</b></p> <ul style="list-style-type: none"> <li>• <i>Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject.</i></li> </ul>
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**Develop pupils' literacy, by:**

- *Observing how expert colleagues demonstrate a clear understanding of systematic synthetic phonics, particularly if teaching early reading and spelling, and deconstructing this approach.*
- *Discussing and analysing with expert colleagues how to support younger pupils to become fluent readers and to write fluently and legibly.*
- *Receiving clear, consistent and effective mentoring in how to model reading comprehension by asking questions, making predictions, and summarising when reading.*
- *Receiving clear, consistent and effective mentoring in how to promote reading for pleasure (e.g. by using a range of whole class reading approaches and regularly reading high-quality texts to children).*
- *Discussing and analysing with expert colleagues how to teach different forms of writing by modelling planning, drafting and editing.*

**And - following expert input - by taking opportunities to practise, receive feedback and improve at:**

- *Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.*
- *Modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing (e.g. requiring pupils to respond to questions in full sentences, making use of relevant technical vocabulary).*

**Notes**

*Learn that...* statements are informed by the best available educational research; references and further reading are provided below.

*Learn how to...* statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners.

Other key definitions can be found in the introduction.