



LIS Underpinning Principles/Approaches to the Curriculum and its development

1. Curriculum development is the responsibility of all teachers.
2. Curriculum development is grounded in research and respects the distinctiveness of all subjects.
3. Curriculum development is based on strong subject knowledge, an understanding of the nature of knowledge in our subjects and grounded within our subject discourse.
4. Curriculum development is grounded in our understanding of cognitive science:
 - a. Knowledge is important to all thinking; we understand new things in relation to what we already know - sequencing and threshold concepts are therefore key.
 - b. The working memory is limited in capacity - the planning and mapping of our curricula must consider how to manage the 'cognitive load' of students, avoiding the 'overload' of the working memory and planning for the acquisition of fluency of various components before asking students to combine them in challenging syntheses.
 - c. The purposeful retrieval of knowledge helps us to transfer it into our long term memories and ensures it can be retrieved when needed in order to be used by the working memory. Strategic retrieval and interleaving within our curricula is therefore crucial and must be planned.
 - d. We build fluency and memory in what we rehearse. We must 'Practice Perfect'; building flexibility within our curricula to address misconceptions, break through assumptions and model excellence is therefore vital.
 - e. Within the long term memory knowledge is conceived of as being stored in schemata: webs of connected ideas whose organisation carries meaning. Curriculum development must therefore plan actions and sequence in a way that allows students to develop their schemata for the subject in question.
5. Our curricula will seek to provide the 'best' knowledge as defined by the subject community.
6. Our curricula will take account of the learning journey before (KS2) and the one that follows (KS4/5), but will not be reductionist from it.
7. Within our curricula there will always be a clear rationale for what we are teaching, when we are teaching it and how we are assessing it.
8. Our curricula will see value in and embed experiential knowledge and cultural capital opportunities in order to support and enhance student learning within the classroom.
9. The development of reading and disciplinary vocabulary is the responsibility of all subject curricula.
10. Curriculum development is never complete.