

## Overview: Block 10, Half Term 10

### Revisiting the importance of subject and curriculum knowledge

#### Time commitment:

- 1 hour of self-directed study materials
- 3.5 hours of mentor sessions
- 2.5 hours of training sessions

#### Why this, why now?

Block 10 will build on the importance of subject and curriculum knowledge established in Block 4. In particular, we will focus on how more secure subject knowledge supports you to improve the learning outcomes for all of your pupils. You will explore how to support your pupils to build increasingly complex mental models. This will enable you to:

- Develop your subject knowledge
- Support your pupils to make sense of your subject
- Support pupils in learning key ideas securely
- Strengthen pupils' grasp of subject content
- Help build automatic recall of key knowledge
- Developing your pupils' critical thinking skills within a given subject area.

#### Your workload

The school workload reduction toolkit section on curriculum planning states that this activity is critical and underpins effective teaching, but acknowledges that it must be productive and sustainable for teachers. There are five principles set out in that document, three of which are factors which you are able to control:

1. Planning a sequence of lessons is more important than writing individual lesson plans.
2. Planning should take place in purposeful and well-defined blocks of time.
3. Effective planning makes use of high-quality resources.

This Block will support you to manage your workload by encouraging you to utilise the experience of other colleagues and existing resources in preparing sequences of lessons. It will support you to focus your efforts on activities that will maximise impact over time, such as developing high quality models.

Learn that	Self-directed study materials	Mentor sessions	Training outlines
3.3 Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed			x
3.5 Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial			x
3.6 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			x
3.7 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			x

Learn how to	Self-directed study materials	Mentor sessions	Training outlines
<b>Build on pupils' prior knowledge, by:</b>			
2e Linking what pupils already know to what is being taught (e.g. explaining how new content builds on what is already known)			x
2f Sequencing lessons so that pupils secure foundational knowledge before encountering more complex content			x
<b>Support pupils to build increasingly complex mental models, by:</b>			
3f Discussing curriculum design with experienced colleagues and balancing exposition, repetition, practice of critical skills and knowledge	x	x	
3g Revisiting the big ideas of the subject over time and teaching key concepts through a range of examples	x	x	
3h Drawing explicit links between new content and the core concepts and principles in the subject	x	x	x
<b>Develop fluency, by:</b>			
3i Providing tasks that support pupils to learn key ideas securely (e.g. quizzing pupils so they develop fluency with times tables)		x	
3j Using retrieval and spaced practice to build automatic recall of key knowledge.		x	

<b>Help pupils apply knowledge and skills to other contexts, by:</b>			
3k Ensuring pupils have relevant domain-specific knowledge, especially when being asked to think critically within a subject		x	x
3l Interleaving concrete and abstract examples, slowly withdrawing concrete examples and drawing attention to the underlying structure of problems		x	