

Early Career Framework

Module six – How can you design a coherent curriculum?

Module six is available for you and your ECT to access on [Brightspace](#).

In this module, ECTs consider how to design a carefully sequenced and coherent scheme of work. They will develop curriculum design skills that will support them to design a curriculum for the whole year, key stage or the entirety of a child's school life.

Seminars

The focus for the two ECT training sessions for this module are:

Seminar 1: Identifying and sequencing concepts, knowledge and skills

Recently in the education sector there has been a shift in focus to invest time in developing knowledge rich, coherent curricula with the aim of countering common curriculum pitfalls, which can act as a barrier to pupil learning and progression. But sequencing concepts, knowledge and skills across the curriculum is highly complex and challenging.

This training seminar will outline key considerations when planning and sequencing a coherent curriculum and provide your ECT with space to reflect upon the curriculum they teach and the scheme of work they are creating in the self-directed study materials. Whether an ECT is involved in developing curricula themselves or whether they are provided with curricula to teach, this seminar will be highly beneficial. Every teacher should engage critically with the curriculum they teach so that it can be adapted where necessary. Even in circumstances where teachers are given set curricula to teach, it is important that they are aware of the considerations that have gone into developing and sequencing the curricula so that they understand its purpose and flow and can make the links between concepts, knowledge skills explicit to pupils.

Seminar 2: Supporting pupils to think critically

The second training seminar will focus on supporting pupils to think critically. ECTs will explore how they can help pupils to think critically, why this is important and how this can be developed across subject disciplines. ECTs will consider how knowledge supports critical thinking and how to support pupils to transfer learning. They will have time to consider how this might look in their subject/phase and plan for critical thinking opportunities.

Prior to each seminar, ECTs have been asked to ensure they have prepared by completing activities on the seminar preparation pages. You will find this on the relevant pages in Brightspace:

[Seminar 1 'Identifying and sequencing concepts, knowledge and skills'](#)

[Seminar 2 'Supporting pupils to think critically'](#)

Self-directed study

The module's self-directed study content is broken down into five sessions:

What is the purpose of a curriculum? Builds understanding of the importance of the curriculum and explores it at national, school and classroom level. ECTs decide the topic for their own scheme of work and consider how they can capitalise on existing resources and draw on the support and expertise of colleagues.

Identifying concepts, knowledge and skills helps ECTs to identify the essential concepts, knowledge and skills that pupils will need to successfully engage and achieve success when completing the scheme of work. ECTs are introduced to the idea of foundational concepts and knowledge in different subjects and the importance of revisiting the big ideas over time to build understanding.

Sequencing teaching and learning focuses on how to sequence essential concepts, knowledge and skills to support pupils to link new ideas to existing ideas and organise knowledge into increasingly complex mental model. It builds on Module 4, which covered how to use assessment and feedback to greatest effect; ECTs develop understanding of planning for assessment over time and how to ensure that assessment is used to inform teaching and learning.

Helping pupils master important concepts, knowledge and skills focusses on supporting pupils to master the concepts, knowledge and skills through the careful design of their scheme of work. ECTs draw on their knowledge of questioning from module 3 and monitoring for misconceptions in module 4 to consider how to anticipate and tackle misconceptions when designing the curriculum. The session also builds on ECTs understanding of how to help pupils master concepts, knowledge and skills through the practices learnt about in module 3. ECTs revisit strategies, such as explanations and modelling, and consider how to incorporate them into the design of their curriculum to build pupil knowledge over a series of lessons.

Supporting pupils to build increasingly complex mental models builds on prior knowledge from module 2 'How do pupils learn?' to ensure that pupils build increasingly complex mental models over time. ECTs consider how to balance exposition, repetition, practice of critical skills and knowledge over time. They explore the difficulties of transferring knowledge and the importance of domain-specific knowledge to think critically in different subject areas.

Stretch content

The stretch content for this module focuses on exploring curriculum design in greater depth. The paper that the stretch content is based on is titled [Redesigning Schooling 3](#) by Dylan Wiliam (October 2013).

ECTs consider the seven principles of curriculum design that Dylan Wiliam considers the most helpful and powerful in looking critically at school curricula and how they might use them in their own practice. [Metacognition and self-regulated learning: guidance report](#)

Mentor training

Mentor self-directed study

Mentors will have a final self-directed study session to complete that requires them to reflect on their learnings and development over the past year. They will be asked to consider all aspects of the ECF programme; the mentor assessment, the mentoring interactions, self-directed study and the seminars and consider the impact these have had on their practice as a mentor. This self-directed study can be completed either before, or after the seminar although it is suggested that mentors would benefit more if they were to complete after they have attended the live seminar.

Mentor seminar

This seminar will focus on how mentors can build the resilience in their ECTs. It follows from previous seminars on balancing support and challenge where mentors considered how to build self-efficacy in their ECTs. This seminar allows mentors to understand the important role they play in shaping their ECT to be able to overcome challenging situations and to thrive in their new profession.