

United Curriculum Principles



Building on the Framework for Excellence, The United Learning Primary Curriculum has **six core principles**:

- **Entitlement**
All pupils have the right to learn what is in the United Learning curriculum, and schools have a duty to ensure that all pupils are taught the whole of it
- **Coherence**
Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects
- **Mastery**
We ensure that foundational knowledge, skills and concepts are secure before moving on. Pupils revisit prior learning and apply their understanding in new contexts
- **Adaptability**
The core content – the ‘what’ – of the curriculum is stable, but schools will bring it to life in their own local context, and teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes
- **Representation**
All pupils see themselves in our curriculum, and our curriculum takes all pupils beyond their immediate experience
- **Education with character**
Our curriculum – which includes the taught subject timetable as well as spiritual, moral, social and cultural development, our co-curricular provision and the ethos and ‘hidden curriculum’ of the school – is intended to spark curiosity and to nourish both the head and the heart

Subject-specific rationales are built on these six principles.



United Curriculum Principles: English Writing



The United Writing Curriculum is built on **four key principles**:

<p>Developing pupils' metacognitive and critical thinking skills</p>  <ul style="list-style-type: none">• Teachers authentically model the writing process and thinking aloud• Critical literacy skills are incorporated into the curriculum• Pupils become life-long readers and writers• Links to other curriculum areas – where appropriate – reflect important real-world knowledge	<p>Ensuring the highest expectations for the attainment and progress of all pupils</p>  <ul style="list-style-type: none">• Progression in learning is mapped across units, year groups and key stages• A diverse representation of high-quality texts are used as models and examples• Teachers have conviction that every child has something worthwhile to write about
<p>Supporting all pupils in developing pleasure for writing and discovering their own unique writing voice</p>  <ul style="list-style-type: none">• Pupils have independence and autonomy• Pupils have choice to write about what interests and excites them, and reflects their own lives• A wide range of opportunities are provided for pupils to write for authentic purposes and audiences• Planning acknowledges and values pupils' own diverse funds of knowledge	<p>Developing a secure understanding of the writing process</p>  <ul style="list-style-type: none">• The writing process is recursive and not linear• Functional grammar is taught within context• New objectives are introduced in small, manageable steps• Pupils have frequent opportunities to write at length• Planned conferencing and workshopping allows teachers to meet individual pupil needs

