

Q3 – How do I develop strong subject knowledge and deliver a coherent, sequenced curriculum that builds on pupil’s prior knowledge?

Components	Pre-enrolment	Phase 1 Beginning: Observation and awareness	Phase 2 Developing: Practice and collaboration	Phase 3 Consolidation: Confident application and evaluation
Building subject content knowledge	I recognise the importance of secure subject knowledge for effective teaching. I am familiar with relevant curriculum frameworks in my subject and recognise the importance of my own subject knowledge. I understand that pupils learn new ideas by linking them to existing knowledge.	I have identified gaps in my own subject knowledge and planned to address them. I actively seek opportunities to deepen my understanding of key concepts in my subject area. I engage with subject-specific literature and resources to strengthen my knowledge.	I have deepened my subject knowledge through independent research, collaboration with others and targeted professional development. I understand the core concepts and principles of my subject and can identify essential knowledge that pupils need to master. I routinely discuss curriculum content with expert colleagues.	I demonstrate comprehensive subject knowledge across KS3 and KS4, with a commitment to continued professional development. I confidently identify common misconceptions in my subject area. I understand how my subject connects with other disciplines. I contribute to departmental discussions about curriculum content.
Curriculum sequencing and coherence		I understand how the curriculum is organised in my subject area. I recognise how topics build upon each other and how this supports pupil understanding.	I can teach a small sequence of lessons that build logically on previous learning. I can ensure pupils master foundational concepts before moving on to more complex content. I can identify the key knowledge that needs to be secured before introducing new material.	I can plan and teach a coherent sequence of lessons that build logically on previous learning. I can make connections across different topic areas and subjects. I sequence my curriculum to ensure pupils develop secure understanding of key concepts. I make collaborative decisions about content and sequencing based on my understanding of how knowledge develops in my subject.
Building on prior knowledge		I have observed and can begin to articulate how experienced teachers assess and build on prior learning in their lessons. I understand how knowledge builds logically over a sequence of lessons.	I can plan and deliver lessons that build on prior knowledge. I can begin to anticipate common misconceptions based on typical patterns in prior learning. I can assess pupils' starting points before introducing new content. I can adapt my teaching when I identify gaps in prerequisite knowledge.	I design and implement curriculum materials that build on, extend prior learning and anticipates misconceptions. I can identify and confidently adapt lessons when there are gaps in prior learning. I can systematically connect new content to pupils' existing knowledge structures. I create coherent learning journeys that build on secure foundations of knowledge.