



CUSP – CURRICULUM MODEL

<https://www.unitysp.co.uk/cusp/>

AUTUMN TERM: SEPTEMBER 2023

We have started our journey to implement the Unity Schools Partnership CUSP curriculum model written by Alex Bedford of Unity Schools Partnership.

This comprehensive curriculum model is based heavily on research around the **working memory, cognitive overload, and retrieval.**

CUSP curriculum resources will support teachers to plan and teach **History, Geography, Science, Art and Design, Music, MFL [Modern Foreign Languages], and English Reading and Writing** and will also support the **development of subject leadership across the school.**

We will continue to teach:

- Maths through 'Power Maths'
- Physical Education [PE] through 'Get Set 4 PE'
- Computing through 'Teach Computing'
- Personal, Social and Health Education [PSHE] through 'PATHS'
- Religious Education [RE] through the Norfolk Agreed Syllabus
- Relationships and Sex Education [RSE] through Norfolk RSE Solution Resources



IMPORTANT VOCABULARY AND ORACY FOUNDATIONS

‘There is an emphasis on oracy and vocabulary acquisition, retention and use; to break down learning barriers and accelerate progress.’

- Developing our children’s oracy skills is an important part of our vision for Hemsby Primary children to become – ‘Confident Communicators’.
- Careful planning making use of Rosenshine’s principles of direct instruction aims to ensure the effective, specific teaching of essential vocabulary within the CUSP modules.
- Plans detail the etymology and morphology of words and suggest scaffolds to teach vocabulary.

Vocabulary for explicit instruction			
Tier 2 multiple meaning or high frequency		Tier 3 subject specific	
ancient	relating to a very long time ago	domesticated	adapted from wild to tame
community	a group of people living together in the same area (a social unit)	arid	little or no rain, barren
dense	covered thickly	gatherer	a person who forages for food

T2 Multiple meaning or high frequency words	
KNOW	LINK ANALYSE
ancient	Use and apply in a sentence
community	
dense	



STRUCTURED, COHERENT AND AMBITIOUS LEARNING FOR THE CHILDREN OF HEMSBY PRIMARY

The CUSP curriculum has been carefully developed and structured. Units of learning - 'modules', are logically placed within and during specific year groups and terms to build upon what children have already learnt and understood within and across subjects. Each learning unit identifies expected learning from previous year groups and then the big ideas and key enquiry questions for each lesson which the children will acquire knowledge and understanding to be able to answer as they progress through the modules.

SCHOOL ADAPTATIONS

During the transitional phase of implementation, thoughtful decisions will be made about which key content each year group will cover and adjustments can be made in the History overview for example, to ensure key periods in British history are taught in chronological order.



SPACED RETRIEVAL PRACTICE APPROACH

The CUSP model is built upon the research of interleaving and spaced retrieval, therefore the module approach with children studying Geography over the week, every 3 weeks for example, ensures children have time to 'forget' and then recall previous learning; thus, affirming this learning imprint in a child's memory.

Purposeful decisions are made to make links between subjects, adding depth to children's knowledge and making effective use of this valuable learning in subjects including English writing.

CUSP Curriculum structure and design

Strategic long-term plans

Subject coverage is planned sequentially and with a clear rationale for making connections with prior learning.

Attention is paid to EYFS provision and connection to Y1

Rocks builds on Year 1 and Year 2 Materials.

Subject connections

Interleaving: relevant subjects are positioned to support and enhance learning so that pupils retrieve and transfer knowledge.

Stone Age learning is enhanced through the contextual study of prehistoric art.

Avoid the word 'blocking' as it is associated with mass study or cramming.

Evidence informed principles

Interleaving and Spaced Retrieval Practice (Ebbinghaus, Sweller, Rosenshine, Bjork, Fiorella and Mayer).

Subjects connect to previous learning. They also revisit and build on foundational knowledge.

Focused teaching and learning time

Strategic and dedicated time allocated to subjects.

Timetables focus on curriculum studies to increase motivation, pace and connection.

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Previous learning: Curriculum Narrative

Year 1
Within living memory
Significant individuals

Year 2
Beyond living memory
Significant events, local and national

Year 2
Significant events, local and national

Subject concepts (skills)

The study of time – chronology

- place the period accurately on a timeline
- describe what the time period was like
- relate to previous or other known periods of time
- know about the difference between BC (BCE) and AD (CE)

Evidence and enquiry

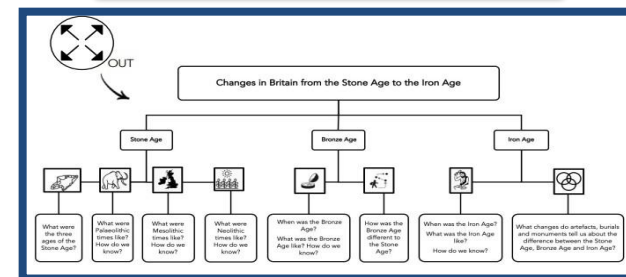
- know that evidence tells the story of an artefact or place
- use evidence to explain the past and place within the studied culture
- think critically with evidence
- look at cause and effect
- ask questions and use what you know to answer them

Connections

- know what was happening in Britain, Europe or world locations at the same time
- Compare and contrast the technological and cultural advances of people or a civilisation

Vocabulary

- use tier 2 vocabulary to enrich historical language
- use tier 3 vocabulary to deepen explanation and understanding
- focus on contextual etymology, prefixes and suffixes





CAREFUL SEQUENCING OF LESSON CONTENT

CUSP curriculum has carefully sequenced lessons with 'Essential' and 'Desirable' knowledge suggested for teachers. This gives teachers the ability to prioritise essential knowledge or revisit key learning so as to make the best use of curriculum time. Highly effective 'Knowledge Strips' - essential knowledge for each lesson which is organised for teachers and children using key words and pictures (Dual coding) supports accessibility for children with Cognition and Learning SEND needs.

Careful lesson sequencing with key enquiry questions

Suggested foundational knowledge that is essential to teach

Suggested Lesson	Learning question	Cumulative questions from quiz
DESIRABLE 1	REMEMBER: what is an animal?	1-3
2	How do animals change as they mature?	4-6
DESIRABLE 3	How do we change as we mature?	7-10
4	What do all animals need to stay alive?	11-14
5	Keeping healthy: why do we exercise?	15-16
6	Keeping healthy: why do we eat different types of food?	17-19

CUSP Learning Modules

Knowledge and vocabulary-rich teacher guides

- Clear National Curriculum expectations.
- Connectors to previous learning in the CUSP sequence.
- Subject skills
- Contextual Tier 2 Vocabulary

Knowledge and vocabulary-rich Learning Modules that are dual-coded to improve accessibility

- Essential knowledge and vocabulary is communicated and kept in one place to avoid the split-attention effect.
- Important vocabulary, such as Tier 3, is highlighted.

Cumulative lesson sequence

- A coherent sequence of learning supported by cumulative quiz questions to direct retrieval practice, over time.
- Each lesson has a question to provide engagement and connection with prior knowledge.
- Enhanced provision opportunities identified, such as working scientifically through weekly wanderers.

Ambitious and content-rich literature spine

- Irresistible digital books with secure embedded video that teachers can use to give worked examples. Pupils can access at school and at home.
- Teacher support resources, such as Essential Primary Science.

Knowledge Strips

It is called the **Stone Age** because people used stones as their tools at that time

Paleolithic

ancient or old stone

Old Stone Age

Nomads in the Ice Age about 800,000 BC

Mesolithic

middle stone

Middle Stone Age

Hunter gatherers About 10,500 BC

Neolithic

new stone

New Stone Age

Start of farming about 4,000 BC

Stone Age homes found at Skara Brae