CUSP – CURRICULUM MODEL

LAUNCH OF CUSP CURRICULUM - SEPTEMBER 2021

We have decided 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. The new curriculum resources we have purchased will support teachers to plan and teach History, Geography, Science, Art and Design and English Reading and Writing.

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. '

- https://www.unitysp.co.uk/cusp/

Developing our children's oracy skills is an important part of our key curriculum driver for our children to become – 'Confident Communicators' and in line with our Voice 21 initiative. 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 🔍	⤳ Use and apply in a sentence ✍	
ancient		
community		
dense		

STRUCTURED, COHERENT AND AMBITIOUS LEARNING

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 have been made about which key content each year group will cover and adjustments have been 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.
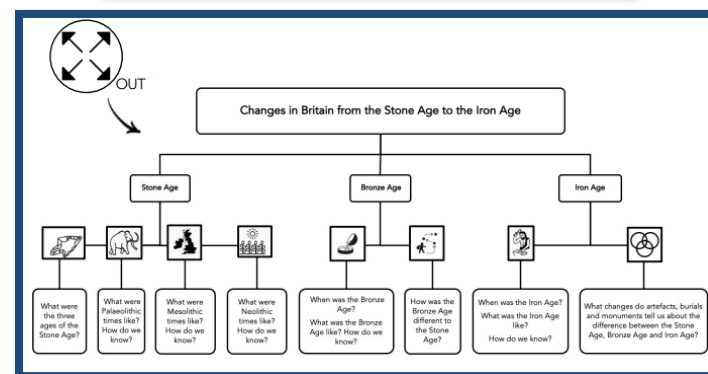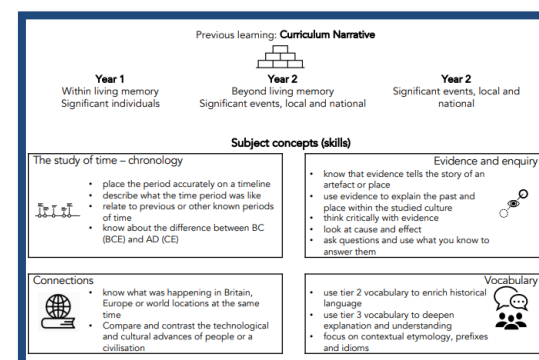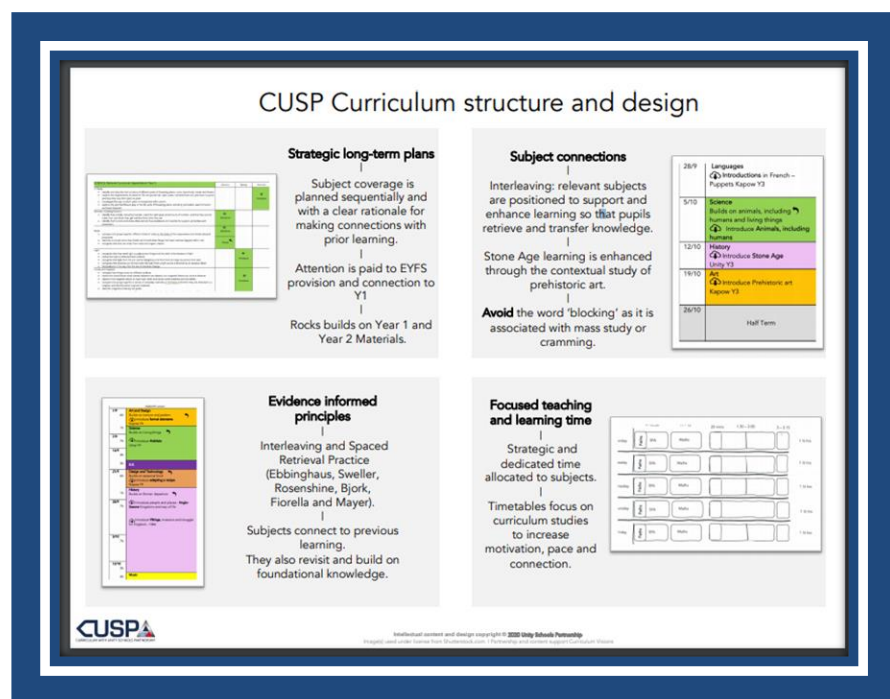
CAREFUL SEQUENCING OF LESSON CONTENT

CUSP curriculum has carefully sequenced lessons with 'Essential' and 'Desirable' knowledge suggested for teachers. This gives teachers responding to our Covid -19 Recovery priority, 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.

Knowledge Strips

Careful lesson sequencing with key enquiry questions