Exploring Subject Knowledge Structures in Curriculum Design

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Paying attention to knowledge structures within curriculum design is an area that has been under-researched in relation to teacher development. As a consequence, some curricula suffer from fragmented knowledge rather than cumulative knowledge. This can have limiting impact on pupil achievement.

Drawing on the Curriculum Design Coherence model developed by Professor Elizabeth Rata and Dr Graham McPhail from the Knowledge Education Research Unit at The University of Auckland, this presentation shares how a group of primary school senior leaders and teachers responsible for the Physical Education curriculum have begun to grapple with their ambition for coherence in the curriculum. ([https://knste-shaw.org.uk/curriculum-design-coherence-model/](https://knste-shaw.org.uk/curriculum-design-coherence-model/))

Diane co-ordinates our Initial Teacher Education and research programmes. She liaises directly with Keele University to facilitate our Masters provision. Diane has extensive experience in schools as a teacher, senior leader and a governor. She regularly contributes articles to professional journals and has authored a variety of materials that support teachers to develop both their curriculum and pedagogic thinking. She has worked extensively with teacher-colleagues on a variety of projects in relation to Philosophy for Children, History and Geography. Diane is an advocate for the Chartered College of Teaching. She also works at a national level in relation to ITE, particularly in connection with inclusion. Diane is undertaking an EdD, her research is considering the ways in which beginning teachers develop a professional language to share their developing pedagogic expertise.