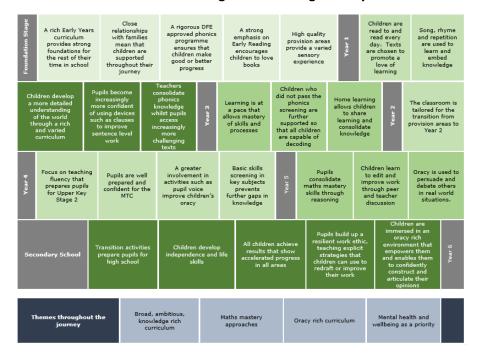
The Rose Learning Trust's Curriculum Design

The Rose Learning Trust Learning Journey



Each school develops their own curriculum using the set criteria above, driven by their school community context

When developing the curriculum, we start with our **composites**, which relate to the National Curriculum, these are our **top-level outcomes**

Subject leaders then break these **composites** down further, into their constituent parts, called **components**, focusing on how the substantive and disciplinary knowledge through their subject progresses, and how learning is sequenced and built on, year on year.

Subject leaders decide what knowledge is to be taught throughout their subject and why. The **component** knowledge is taught through topics or cycles of work. Medium term plans are produced by subject leads to show progression and sequential learning.

Subject leaders then break the **component** knowledge down further, into **granular** knowledge, which is evidenced through short-term plans, which are produced in cycles, rather than terms.