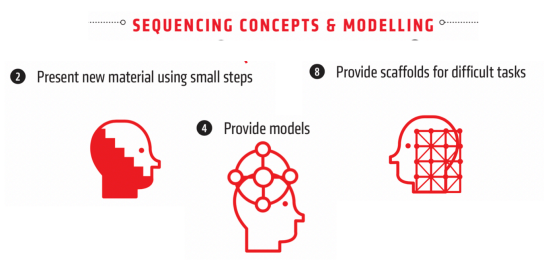
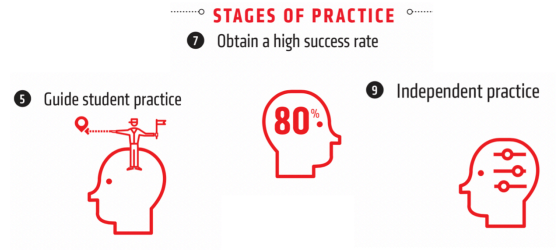
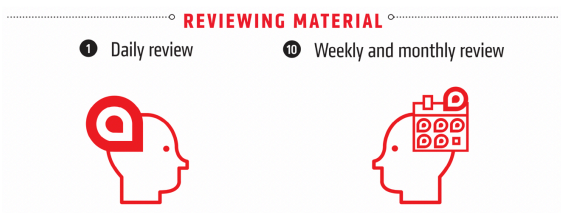
Rosenshine's Principles	Curriculum Implications
	Essentially this is all curriculum planning. How we break ideas down into small steps is a core element of curriculum design. What we want students to know and have experienced in the end - together with what they already know - will shape our sense of the steps needed: how big they are, what sequence they go in and so on. The idea of models and scaffolds is universal but the detail is largely curriculum specific; general ideas only find form in a curriculum area. Modelling in art, maths, history, French, English, science, all need designing as part of curriculum-focused process. What visual or conceptual models are useful? How can exemplars provide models? The same is true of scaffolding. It holds as a general concept -but only has real meaning in a subject specific context. Some general ideas might apply to scaffolds for analytical writing across subjects but what does it look like in detail in history or maths?
	The ideas about questioning are highly valid in generic terms because the mechanics of running a room with everyone engaged and contributing are general. Asking 'what have you understood?' or cold calling are general strategies. But, of course, the actual questions you ask are nearly entirely curriculum specific. What makes a good maths question, a history question or a Spanish question? What is a good probing or process question in each subject? This is curriculum thinking.
	Practice is a universal concept as is securing a high success rate. However, the nature of the practice tasks is entirely subject specific. What can we do to practise in English, maths, science or DT? How can students practise independently in these areas? The general pedagogical idea is a prompt – but the delivery is a curriculum-led discussion. E.g the idea of practice applies to every language, musical instrument and every sport – but what exactly the routines for practice are is very specific to the endeavour.
	There are general ideas about the role of retrieval practice in learning that hold true across multiple curriculum areas. But the content of any quiz or assessment or retrieval activity is a curriculum discussion. What questions do we ask? How can we sensibly fold in review of prior learning with the newer learning to add depth and richness in curriculum terms? Where is it particularly useful for students to have high levels of fluency with recall? Planning a review process is part of curriculum thinking.