

Primary related recommendations from the Curriculum and Assessment Review Final Report

Area	Recommends that the Government:	The Cornerstones Curriculum has:
Curriculum principles	The refreshed national curriculum must be an aspirational, engaging and demanding offer that reflects the high expectations and excellence our young people deserve, irrespective of background.	• Ambitious curriculum content. • Digital adaptability supports teachers in engaging children and developing all learners.
	The refreshed national curriculum should retain a knowledge-rich approach, ensuring skills are developed in conjunction with knowledge in ways that are appropriate for each subject discipline.	• Subject knowledge and skills frameworks. • EYFS to Y6 coherent knowledge-rich projects with aligned skills.
	The national curriculum should be constructed so that it supports children and young people to master core concepts, ensuring sufficient space for them to build their knowledge and deepen their understanding.	• Concept led knowledge and skills frameworks. • Strong horizontal and vertical links across the curriculum. • New history projects provide more curriculum space.
	Curriculum coherence should be an organising principle for curriculum drafters and support the selection and prioritisation of content. Where appropriate, vertical core concepts on which subjects have been constructed should be clearly presented, and horizontal coherence should be ensured.	• Vertical and horizontal cohesion built into knowledge and skills framework and Cornerstones Curriculum content. • Progressive knowledge and skills built on, and digitally linked to, previous teaching and learning.
	Foundation subject content should specify the essential substantive knowledge and skills which should be taught to enable children and young people to meet expectations at the end of each key stage.	• Art & Design, D&T, Geography, History, Science content all linked to knowledge and skills framework.
	The refreshed national curriculum should ensure the professional autonomy of teachers is maintained, making sure that greater specificity does not substantially restrict teachers' flexibility to choose lesson content and how to teach it.	• Digital curriculum platform with choice of Cornerstones, your own or open content to create or develop your bespoke curriculum. • Expert curriculum support to facilitate professional autonomy in curriculum design.
	The national curriculum is for all our children. As such, it should reflect our diverse society and the contributions of people of all backgrounds to our knowledge and culture.	• Cornerstones Curriculum projects that reflect our diverse society and people of all backgrounds.

Area	Recommends that the Government:	The Cornerstones Curriculum has:
General	Introduces an oracy framework to support practice and to complement the existing frameworks for Reading and Writing.	- Detailed Spoken Language/Oracy framework. - Lessons directly linked to the framework.
	Reviews and updates all Programmes of Study to include stronger representation of the diversity that makes up our modern society, allowing more children to see themselves in the curriculum.	- Digital platform links current programmes of study directly to lessons. - New programmes of study will be integrated and aligned.
	Develops the national curriculum as a digital product that can support teachers to navigate content easily and to see and make connections across key stages and disciplines.	Maestro is already a digital platform that links high-quality curriculum content to the national curriculum. The platform makes the current national curriculum a digital product that supports teachers to navigate content easily and to see and make connections across key stages and disciplines.
	Develops a programme of work to provide evidence-led guidance on curriculum and pedagogical adaptation (as well as exemplification) for children and young people with SEND, including those in specialist provision, who experience various barriers to accessing the curriculum.	- Adoptable and adaptable content. - High-quality use in mainstream and SEND schools across England as highlighted in case studies. - Current review of how utilising AI would support lesson adaptation with a view to integrate.
	Involves teachers in the testing and design of Programmes of Study as part of the drafting process. This must take into consideration the curriculum time that is available, ensuring the national curriculum is ambitious but teachable within a typical school timetable.	- Maestro is a digital platform providing Programme of Study coverage based on adaptable curriculum content design. - New streamlined projects developed in response to teacher feedback ensure an ambitious curriculum can be taught within a school's individual timetable.

Area	Recommends that the Government:	The Cornerstones Curriculum has:
Art and Design	Makes limited revisions to the Key Stage 1 to 3 Art and Design Programmes of Study to clarify and exemplify the knowledge and skills pupils should develop, including through their own creative practice, reflection and critical engagement.	• Cornerstones Art and Design Curriculum content already promotes children's own creative practice, reflection and critical engagement. • Cornerstones Art and Design projects provide skills, knowledge and lesson content to support non-specialist teachers. The projects give teachers the confidence to teach utilising a wide variety of media and techniques. • Current Art and Design knowledge and skills framework and content will be updated and aligned to the new national curriculum upon release.

Area	Recommends that the Government:	The Cornerstones Curriculum has:
Citizenship	Introduces a statutory measure to ensure that all pupils are taught a core body of essential Citizenship content at primary (including elements of financial and media literacy, and climate change and sustainability).	• Creation of knowledge and skills framework from new national curriculum upon release. • Links will be made to new open-source content matched to the new national curriculum. • Relevant adjustments made to update RHE knowledge and skills framework. • Cornerstones British Values resources include lessons on rules, government, parliament and democracy.
	Improves the efficacy of primary Citizenship by clarifying the purpose and content of the Key Stage 1 and 2 curriculum and removes any content that duplicates the new Relationships, Sex and Health Education (RSHE) Programme of Study.	

Area	Recommends that the Government:	The Cornerstones Curriculum has:
Computing	Provides greater clarity in the Computing curriculum about what students should be taught at each key stage so that they build the essential digital literacy required for future life and work.	• Current computing knowledge and skills framework will be updated and aligned to the new national curriculum upon release.
	Reviews where digital skills and technologies have become an integral part of subject disciplines other than Computing. Where this is the case, it should determine whether to include this specific digital content in those subjects' Programmes of Study, sequenced and aligned with the Computing curriculum.	

Area	Recommends that the Government:	The Cornerstones Curriculum has:
D&T	Rewrites the D&T subject aims to be more aspirational, and clarifies the purpose of study to focus on the subject's distinct body of knowledge and capabilities, with a particular focus on Key Stage 3.	Current D&T knowledge and skills framework will be updated and aligned to the new national curriculum upon release.
	Refines the D&T curriculum content to: - Explicitly include how to achieve sustainable resolutions to design challenges. - Embed the teaching of social responsibility and inclusive design explicitly within the curriculum, as appropriate to the key stage, throughout the design process. - Support the development of critical decision-making skills about material selection. - Ensure that realising designs remains integral to pupils' experience of D&T.	- Cornerstones D&T Curriculum content already: - Supports the development of critical decision-making skills about material selection. - Ensures that realising designs remains integral to pupils' experience of D&T. - Provides guidance to support non-specialist teachers to enable children to produce a final product.

Area	Recommends that the Government:	The Cornerstones Curriculum has:
Cooking and Nutrition	Renames the subject 'Food and Nutrition' and ensures it has its own aims and purpose of study that better reflect what it covers and its discrete identity within D&T.	Current D&T knowledge and skills framework will be updated and aligned to the new national curriculum upon release.
	Ensures that sufficient detail in the curriculum sets clear expectations about what should be taught at each key stage to reflect the fact that the subject develops skills for life as well as progression to further study.	Cornerstones D&T Curriculum content already contains cohesion and sequence to build up the knowledge of food and nutrition, and practical skill activities around this area.

Area	Recommends that the Government:	The Cornerstones Curriculum has:
Dance	Reviews how the PE Key Stage 1 to 4 Programmes of Study refer to Dance, including whether they are sufficiently specific to support high-quality teaching and students' progression, including to further study.	Current PE knowledge and skills framework will be updated with respect to Dance and aligned to the new national curriculum upon release.

Area	Recommends that the Government:	The Cornerstones Curriculum has:
Drama	Greater specificity about Drama should be added to the Key Stage 1 and 2 English Programmes of Study, aiming to build solid foundations and support transition to Key Stage 3.	- Current English knowledge and skills framework will be updated to include Drama in alignment to the new national curriculum upon release. - New projects explicitly incorporate drama as a vehicle to bring learning to life.

Area	Recommends that the Government:	The Cornerstones Curriculum has:
English	Ensures that the English curriculum sets out a clearer purpose, with more clarity and specificity at each key stage, including clarifying the distinction between English and literacy. This should include more clearly drawing out curriculum requirements for speaking and listening, as well as Drama.	- Current English knowledge and skills framework will be updated and aligned to the new national curriculum upon release. - Current English framework already clearly draws out speaking and listening knowledge and skills requirements. - New projects provide even more explicit opportunities for oracy.
	To support this, we recommend that the Government introduce an oracy framework to support practice and to complement the existing frameworks for reading and writing.	Current English framework already contains specific spoken language/ oracy strand of knowledge and skills from EYFS to Y6.
	Reviews grammatical content to determine what content should be re-sequenced to later key stages, and what content should be removed entirely at Key Stage 2 to enable a greater focus on grammar in use rather than grammar in theory.	Current English knowledge and skills framework grammar strand will be updated and aligned to the new national curriculum upon release.
	Replaces the current grammar, punctuation and spelling (GPS) test with an amended test, which retains some elements of the current GPS test but with new tasks to better assess composition and application of grammar and punctuation.	Current Cornerstones' GPS tests will be reviewed to ensure they are aligned to any amended national tests.
	Once the new test is established in schools, the DfE may wish to consider whether the role of the test in accountability should remain as stands, or whether any changes, such as including the new test in headline measures, should be explored.	

Area	Recommends that the Government:	The Cornerstones Curriculum has:
Geography	Makes minor refinements to the Geography Programmes of Study to respond to the issues identified, including by: - Refining content to support progression better to further study, deepen children's understanding of key geographical concepts, make content more relevant and inclusive, and remove unnecessary repetition across topics. - Clarifying and reinforcing requirements for fieldwork to demonstrate its role more effectively in supporting content and the developing of disciplinary knowledge, ensuring changes remain proportionate and inclusive. - Embedding climate change and sustainability more explicitly across different key stages, including across the physical geography, geographical applications and human geography sections of the curriculum, ensuring early, coherent and more detailed engagement with climate education. This should be done without risking curriculum overload.	- Current Geography knowledge and skills framework will be updated and aligned to the new national curriculum upon release. - Cornerstones Geography Curriculum content already: - Covers key geography concepts and skills through specific projects. - Integrates and promotes fieldwork from EYFS to Y6. - Includes some projects that cover climate education.

Area	Recommends that the Government:	The Cornerstones Curriculum has:
History	Adjusts the History Programmes of Study to: - Improve the understanding and application of disciplinary knowledge and skills through additions and amendments to the disciplinary terms used. - Clarify the statutory and non-statutory content requirements to better support teachers in recognising and understanding the optionality that exists across Key Stages 1 to 3. - Support the wider teaching of History's inherent diversity, including through the analysis of a wide range of sources and, where appropriate, local history.	- Current History knowledge and skills framework will be updated and aligned to the new national curriculum upon release. - Cornerstones History Curriculum content already: - Supports the wider teaching of History's inherent diversity, including through the analysis of a wide range of sources and, where appropriate, local history.

Area	Recommends that the Government:	The Cornerstones Curriculum has:
Languages	Updates the Key Stage 2 Languages Programme of Study to include a clearly defined minimum core content for French, German and Spanish to standardise expectations about what 'substantial progress in one language' looks like.	Current MfL knowledge and skills framework will be updated and aligned to the new national curriculum upon release.
	We recommend that local authorities, multi-academy trusts and schools: Should explore the potential benefits of a coordinated approach in their local areas to the main language taught from Key Stage 2 through to Key Stage 4, taking account of their local context and priorities. The Government should look to encourage this activity.	N/A

Area	Recommends that the Government:	The Cornerstones Curriculum has:
Maths	Retains the amount and type of content in the Key Stage 1 to 3 curriculum, but re-sequences it so that topics are introduced in such a way that pupils can master them deeply, with opportunities for more complex problem-solving in each area, and reduce repetition in later years.	- Current Maths knowledge and skills framework will be updated and aligned to the new national curriculum upon release. - Cornerstones Curriculum has relevant links and opportunities to apply mathematical knowledge and skills across other subjects especially in Science, Geography and D&T.
	Ensures that Maths should be the subject in which pupils are exposed to mathematical concepts for the first time and the curriculum is sequenced as such. These concepts should then be applied in different contexts, where appropriate, in other subjects – for example, aspects of financial education in Citizenship.	
	Ensures that the Standards and Testing Agency (STA) works with DfE to refine the current non-statutory Maths test at Key Stage 1 to reflect any updates to the Maths curriculum. Alongside this, the DfE should consider ways in which it can encourage more schools to use it.	Current Cornerstones' KS1 Maths tests will be reviewed to ensure they are aligned to any amended national tests.
	Ensures that the STA works with the DfE to redesign Key Stage 2 assessments minimally to reflect a re-sequenced curriculum and include a stronger focus on mental arithmetic and reasoning. For example: a student should not be exposed to compound interest during their financial education in Citizenship without first having been introduced to it in Maths.	Current Cornerstones' KS2 Maths tests will be reviewed to ensure they are aligned to any amended national tests.

Area	Recommends that the Government:	The Cornerstones Curriculum has:
Music	Revises the content of the Programmes of Study for Key Stages 1 to 3 to ensure a curriculum pathway which gives all pupils a rigorous foundation in musical understanding and enables broader access to further study at Key Stage 4.	Current Music knowledge and skills framework will be updated and aligned to the new national curriculum upon release.
	This could be achieved by: - Revisiting the purpose and aims, ensuring that they better reflect intended outcomes. - Adding some further specificity, without increasing volume, to clarify how pupils should progress in the three pillars of musical understanding (technical, constructive and expressive), and to ensure that a range of genres and repertoires can be covered. - Explores ways to better optimise its investment in Music education to support the teaching and learning of musical instruments and the reading of music to ensure equitable access to, and progression in, Music education.	

Area	Recommends that the Government:	The Cornerstones Curriculum has:
PE	Redrafts the purpose of study for PE, retaining the importance of competitive sports, but clarifying the significance of providing all pupils with opportunities to learn in a physical environment and emphasising its physical, social, cognitive and emotional benefits that complement and enhance overall academic performance and general wellbeing.	Current PE knowledge and skills framework will be updated and aligned to the new national curriculum upon release.
	Redrafts the aims of PE so that they are clearer and more coherent at each key stage.	
	Introduces a concise, scaffolded approach to the attainment targets and key stage subject content within the Programmes of Study. As part of this, the Government should review how the Programmes of Study refer to individual activities (such as dance, swimming and outdoor activity), including whether they are sufficiently specific to support quality teaching.	

Area	Recommends that the Government:	The Cornerstones Curriculum has:
RE	Adds RE to the national curriculum in due course. A staged approach should be taken, in line with the following steps: Stage 1: - Representatives from faith groups, secular groups and the wider teaching and education sector that we heard from during the Review should build on the constructive and collaborative work they have been doing through the course of the Review. DfE should invite the sector to form a task and finish group, convened and led by an expert Chair who is independent of any particular secular or faith group interest or representation. The Review recommends that, given her leadership of this strand of the Review's work (based on her expertise), Dr Vanessa Ogden CBE should undertake this role, ensuring momentum in the successful convening she has established. This group should liaise with relevant external parties and, building on the existing National Content Standard for RE in England, engage with faith and non-faith schools, as well as RE organisations and faith communities, to co-create a draft RE curriculum. - Whilst this work should be sector-led, the DfE should welcome efforts the sector makes to reach a consensus and support and facilitate this group where necessary. - Alongside this, the DfE should consider the legislative framework for RE, including, for example, what any changes to its status in the curriculum would mean for functions such as Standing Advisory Councils on RE (SACREs). A long-term plan for implementing potential changes to legislation should be drafted. - As part of this review, the DfE should consider removing the statutory requirement for learners in school sixth forms to study RE. ○ In parallel, the DfE should review the non-statutory guidance for RE, which has not been updated since 2010, to establish whether beneficial changes to subject content could be made in the short term that do not pre-empt the wider work the Review is recommending. Stage 2: - If consensus on a draft RE curriculum can be reached, the DfE should conduct a formal consultation on the detailed content. ○ Alongside this, the DfE should consult on proposed changes to the legislative framework, including any proposal to repeal the requirement to teach RE in school sixth forms.	- Current RE knowledge and skills framework will be updated and aligned to any nationally agreed curriculum upon release. - Current Cornerstones RE Curriculum content, available on the digital platform – Maestro, will be reviewed against any national developments and revised if appropriate.