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Association for the
Study of Primary Education

>>> National Conference >>>

This Education Learning Trust conference is sponsored by the
Association for the Study of Primary Education (ASPE).

Curriculum Leadership

Friday 30 September 2022



Curriculum Policy Landscapes

Dominic Wyse

Professor of Early Childhood and Primary Education

IOE, UCL's Faculty of Education and Society

Founding Director of the *HHCP*

Outline of Talk

- Are policy-makers listening, and can we make them listen?

What's wrong with the national curriculum?

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Education Schools Teachers Universities Students

Michael Morpurgo

'My spelling isn't that great': Michael Morpurgo on why teaching kids to love writing is more important than grammar

The author, poet and playwright on why we should move away from Michael Gove-mandated lessons on fronted adverbials and back to unleashing the creative potential of children

Advertisement

Michael Morpurgo as told to Amy Fleming
Wed 18 May 2022 15:00 BST

f t e 511



“But we’re stuck in the Michael Gove era, in which children are trained in analysing language in a way that seems to me to restrict and inhibit, rather than to encourage creativity. So I was glad to discover that someone has done some proper research on this part of Gove’s education reforms; UCL and University of York have found that this emphasis on grammar in primary school does not improve six- and seven-year-old children’s writing.”

Teaching Reading

Search **The Guardian** UK edition ~
News website of the year

Literacy

Focus on phonics to teach reading is 'failing children', says landmark study

Government urged to drop emphasis on synthetic phonics in English schools as not backed up by latest evidence

Sally Weale Education correspondent
Wed 19 Jan 2022 06:00 GMT

f t e



Primary one children learning to read through the synthetic phonics system. Photograph: Murdo Macleod/The Guardian

A landmark study has described the way primary school pupils are taught to read in England as “uninformed and failing children”, calling on the government to drop its narrow focus on phonics.

I had to write to you to express my thanks for the paper that you co-wrote with Professor Alice Bradbury regarding The Reading Wars ... At[school], we prioritise reading and have invested heavily in the teaching of it ... to give the children the best possible chance. The new government guidelines on early reading have left me both frustrated and fearful. I worry about the impact this will have especially on children from deprived backgrounds with limited support at home. Children need to learn so much more than decoding to be successful (personal correspondence, English Lead, London)

Grammar Teaching



Opinion
Literacy

Fronted adverbials be damned. Let's teach the young what really matters

Cathy Rentzenbrink

Sun 6 Mar 2022 07:00 GMT

New research shows kids don't learn creatively under a Kafkaesque grammar system



A new study by UCL and York University found grammar lessons don't help children to write creatively. Photograph: B Nordholm/IBL/Rex Features

Do you know what a fronted adverbial is? Joyfully, the woman read the report from University College London and York University, which says that grammar lessons don't help children write stories.

539

Does the way we teach grammar need to change?

In this week's Tes Podgagogy, we're joined by Dominic Wyse, a professor of early childhood and primary education at UCL. He discusses his latest research on grammar, and how he believes teachers should approach writing

23rd March 2022, 1:27pm



The Telegraph News Ukraine Sport Business Opinion Money Life Style Travel Culture PlusWord

UK news Politics World Coronavirus Royals Health Defence Science Education Environment

Teaching grammar to primary school children does not improve their writing, study claims

Research blows hole in national curriculum by finding that focus on individual parts of a sentence is of little benefit to narrative writing

By Will Bolton
2 March 2022 - 6:00am

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Grammar teaching has 'negligible' effect on story-writing - study

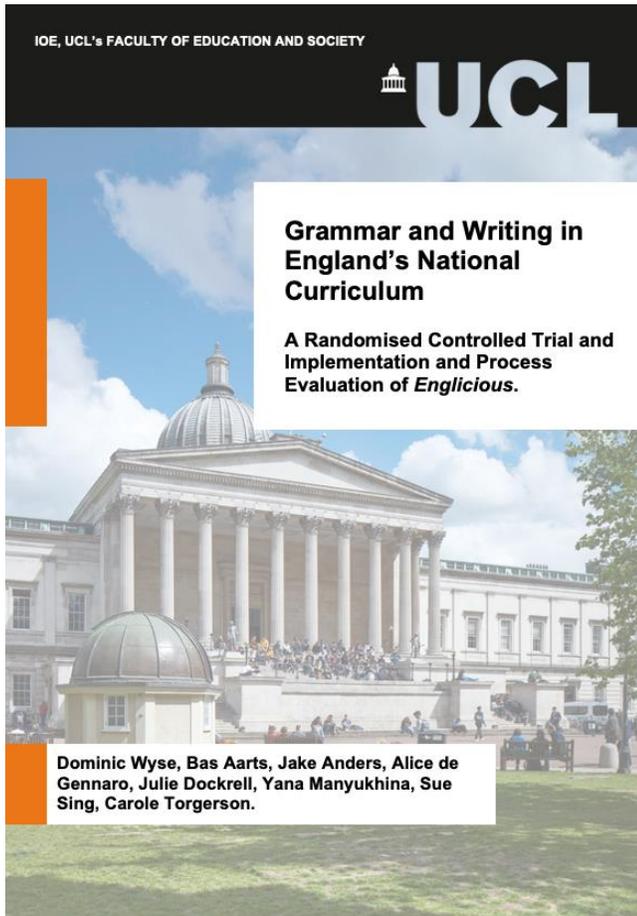
Pupils did not improve their narrative writing following a grammar teaching intervention, study finds.

Catherine Lough • Wednesday 02 March 2022 00:01



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<https://discovery.ucl.ac.uk/id/eprint/10144257/>

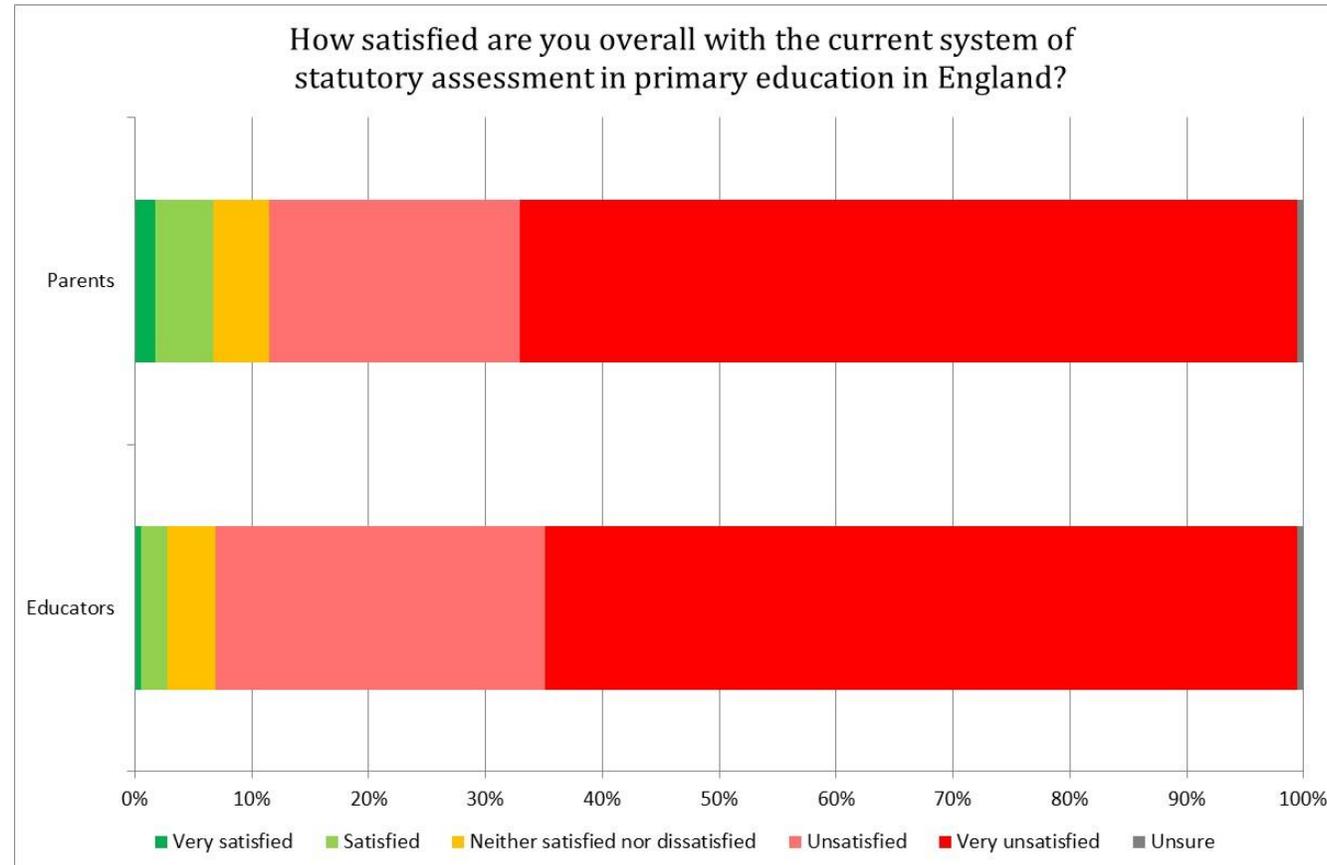
How should we assess children's learning?



Could assessment be different?

Region	Overall Score (Rank) in PISA 2018	Key Assessment Aspects
Canada	520 (6)	Ontario: assessment is ongoing and varied
Ireland	518 (8)	Test data not published; no league tables
New Zealand	506 (12)	No statutory assessments
England	505 (n/a)	Many statutory assessments; high stakes testing; test taken at same time in year
United Kingdom	504 (14)	Wales – online personalised assessments taken any time of year; marked automatically Scotland – online tests no time limit; marked automatically
Australia	503 (16)	Online adaptive assessments

ICAPE Surveys



ICAPE Surveys

- These assessments serve no purpose to support children, parents or teachers and actively prevent children and teachers from dedicating time to learning in order to create an easily to monitor metric which provides information which is at best flawed. (Parent)
- The tests are there to measure school performance, not individual pupil progress. The teachers know the children's ability. Forcing the children into a pressured short period of time only causes stress in many families. (Parent)
- The tests are expensive, time-consuming and stressful for the children and educators and do not give us, as teachers any additional information about the attainment of our children. They are an unnecessary burden! (Educator)
- Too much statutory assessment that is only a snapshot but used incorrectly by various agencies. Teachers do not need these needless tests to know what the next steps are for the children. (Educator)

ICAPE Recommendations

- Phase out SATs
- Establish profiles of children's learning that are holistic
- Establish Year 1 and Year 4 as points for key summative assessments
- De-couple assessment for learning from accountability of teachers and schools
- Include England in the new PISA assessments of creative thinking

Primary Education – It is time for change

- A greatly improved national curriculum and assessment system
- Take time to develop a holistic, creative and pupil-oriented primary education
- Ensure that governments are required to genuinely attend to evidence when developing curriculum policies
- Lobby all interested parties about the need for change

Curriculum Leadership Conference

A great curriculum for all our pupils

30 September 2022



Mary Myatt





1



2



3



Ambition



Ambition



Helpful insights





Ambition



Helpful insights



Implementation &
Impact

Curriculum focus?





Priorities
distorted



Priorities
distorted



Misconceptions



Priorities
distorted



Misconceptions

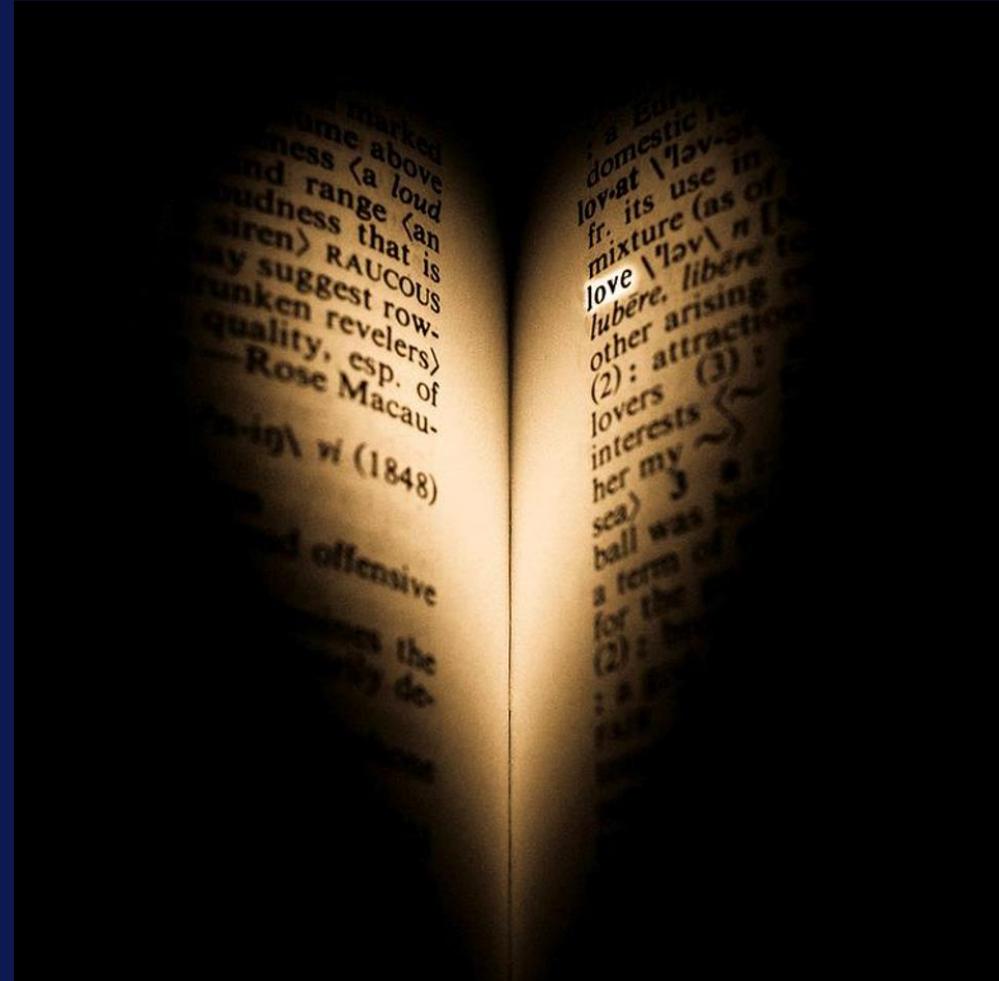


Entitlement

What pupils say



Demanding work please



Entitlement



Mary Myatt @MaryMyatt · 16 Aug 2016

On ability setting. Chn's views. Breaks your heart... Via [@AlisonMPeacock](#)

The first day the children were back we asked them what they thought of ability groups. The answers were astounding. The 'more able' loved it; they enjoyed being the 'bright' ones and having 'special' challenges set by the teacher. They also saw working with the teacher as a negative. The middle group were annoyed that they didn't get the same work and challenges as the other group; they wanted to try harder work but they had worked out they would never be moved up as there were only six seats on the top table. The 'less able' were affected the most. They felt 'dumb', useless, they thought they would never be allowed challenges as they usually work with the teaching assistant (some by Year Five were completely dependent on the teaching assistant to help them). This 'less able' group liked the sound of some of the challenges the top group had, but knew they would never get the chance.



37



360



281



Respectable

Lynsey Hanley



He took us seriously : not in the sense that he treated us like miniature adults, but in the way he acted upon his belief that we had a right to be heard, and that we were as much a part of society as any adult or any middle - class child, whose right to be heard – to form and express an opinion and have it





At the beginning of the year,
Mr. Bowell instigated two weekly institutions, the general
knowledge quiz and the classroom debate.





In hindsight, the reason these felt so special, so invigorating ,
was that both were vehicles for verbal reasoning and for
testing abstract concepts, neither of which our previous
teachers had paid particular attention to.





I never saw stronger evidence that you are taught how to be inarticulate , and you learn how to be ignorant, through what is withheld from you.





Mr. Powell gave us a chance to talk and to reason before our ability to do so was allowed to wither from inattention.



High challenge

Low threat



Intent

Implementation

Impact



Ambitious?





Art and Design

Every human is an artist



Don Miguel Ruiz



Computing

Alan Turing gave us a mathematical model of digital computing that has completely withstood the test of time. He gave us a very, very clear description that was truly prophetic



George Dyson



Design and Technology

Good buildings come from good people, and all problems are solved by
good design



Stephen Gardiner



English

When I read great literature, great drama, speeches, or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language



James Earl Jones



Geography

Geography underpins a lifelong 'conversation' about the earth as the home of humankind



Geography Association



History

A people without the knowledge of their past history, origin
and culture is like a tree without roots



Marcus Mosiah Garvey



Languages

You live a new life for every language you speak. If you only know one language, you only live once



Czech proverb



Mathematics

Pure mathematics is, in its way, the poetry of logical ideas.



Albert Einstein



Mathematics

Pure mathematics is, in its way, the poetry of logical ideas.



Albert Einstein



Physical Education

Physically educated persons are those who have learned to arrange their lives in such a way that the habitual physical activities they freely engage in make a distinctive contribution to their wider flourishing



James MacAllister



Science

It is important to view knowledge as sort of a semantic tree – make sure you understand the fundamental principles, i.e. the trunk and big branches, before you get into the leaves/details or there is nothing for them to hang on to.



Elon Musk



Music

Without music, life would be a mistake.



Friedrich Nietzsche

Thinking about curriculum intent - webinar

Thinking about curriculum intent

Mary Myatt



Best bets from
cognitive science



Peter Brown et al

make it stick



The Science of Successful Learning

Peter C. Brown

Henry L. Roediger III

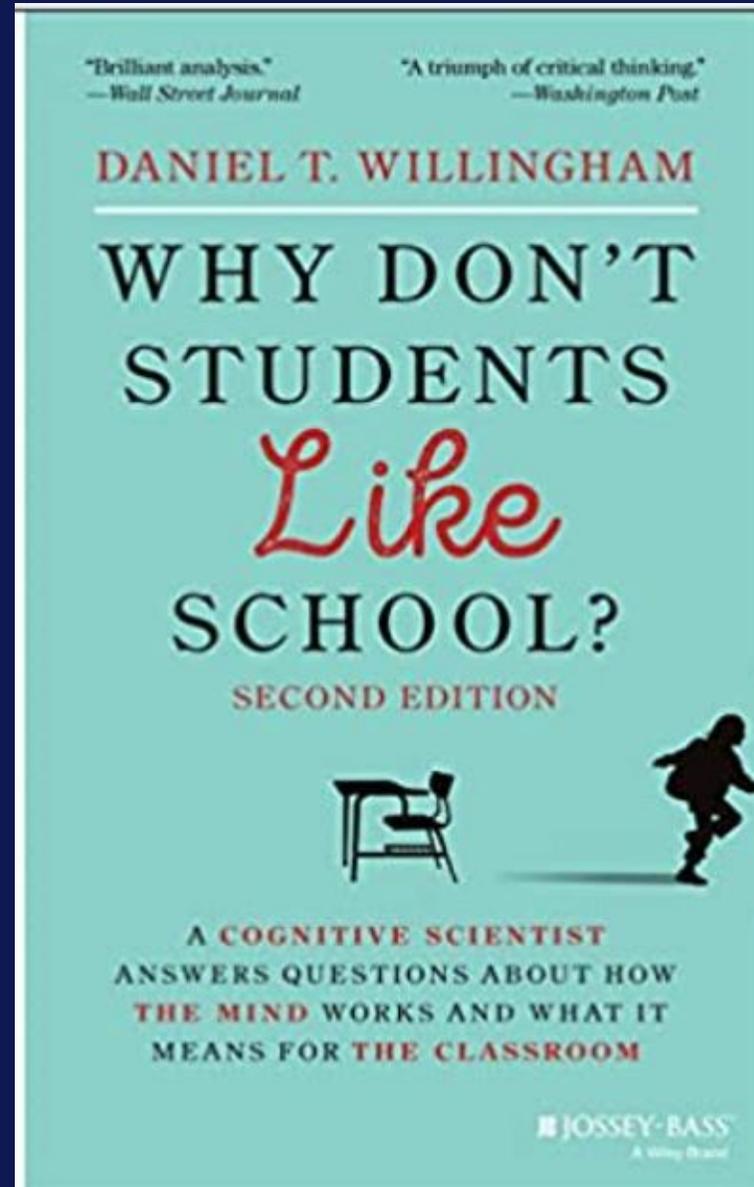
Mark A. McDaniel



Effortful



Daniel Willingham





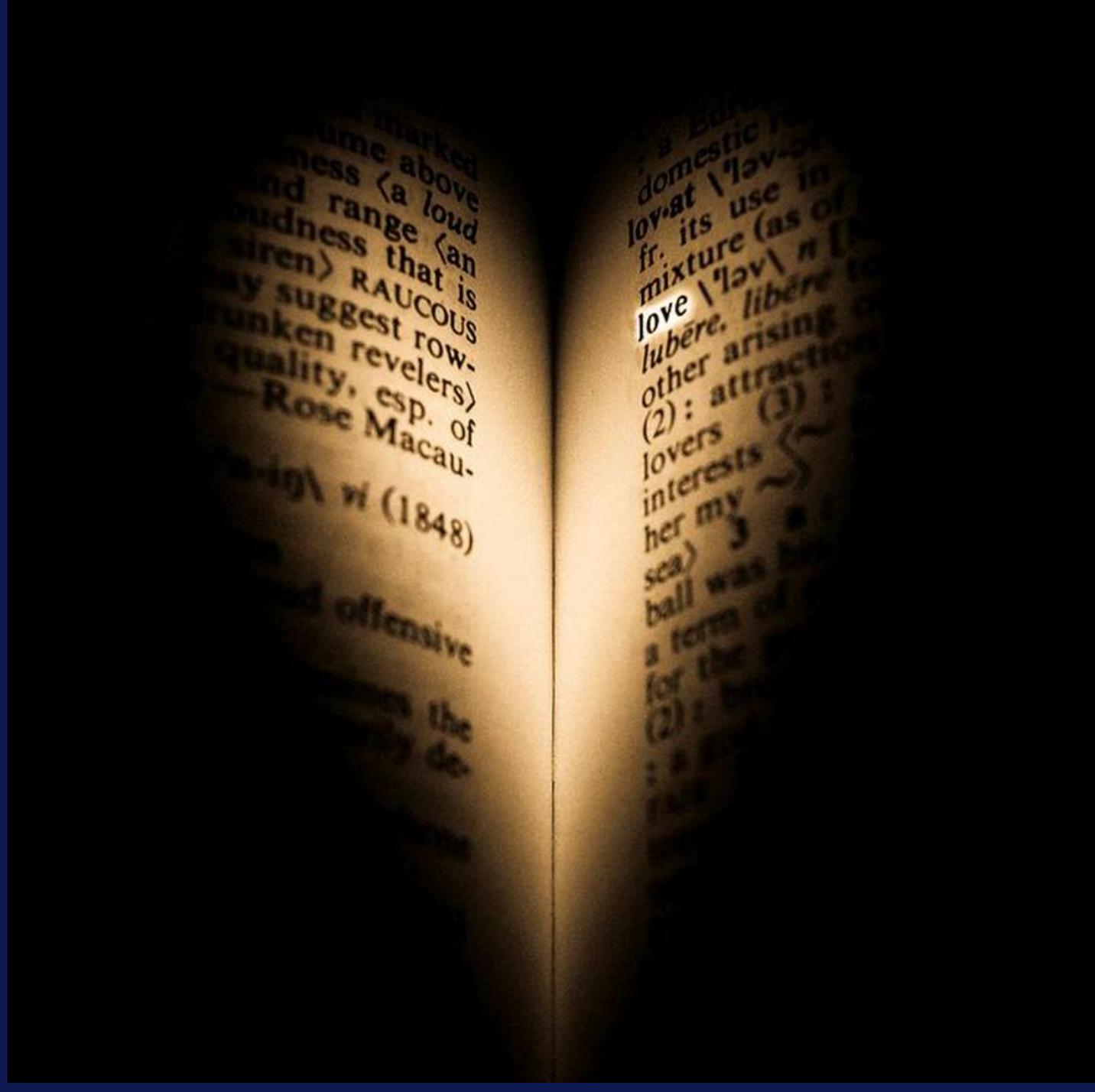
Human beings are curious.

Thinking is hard.

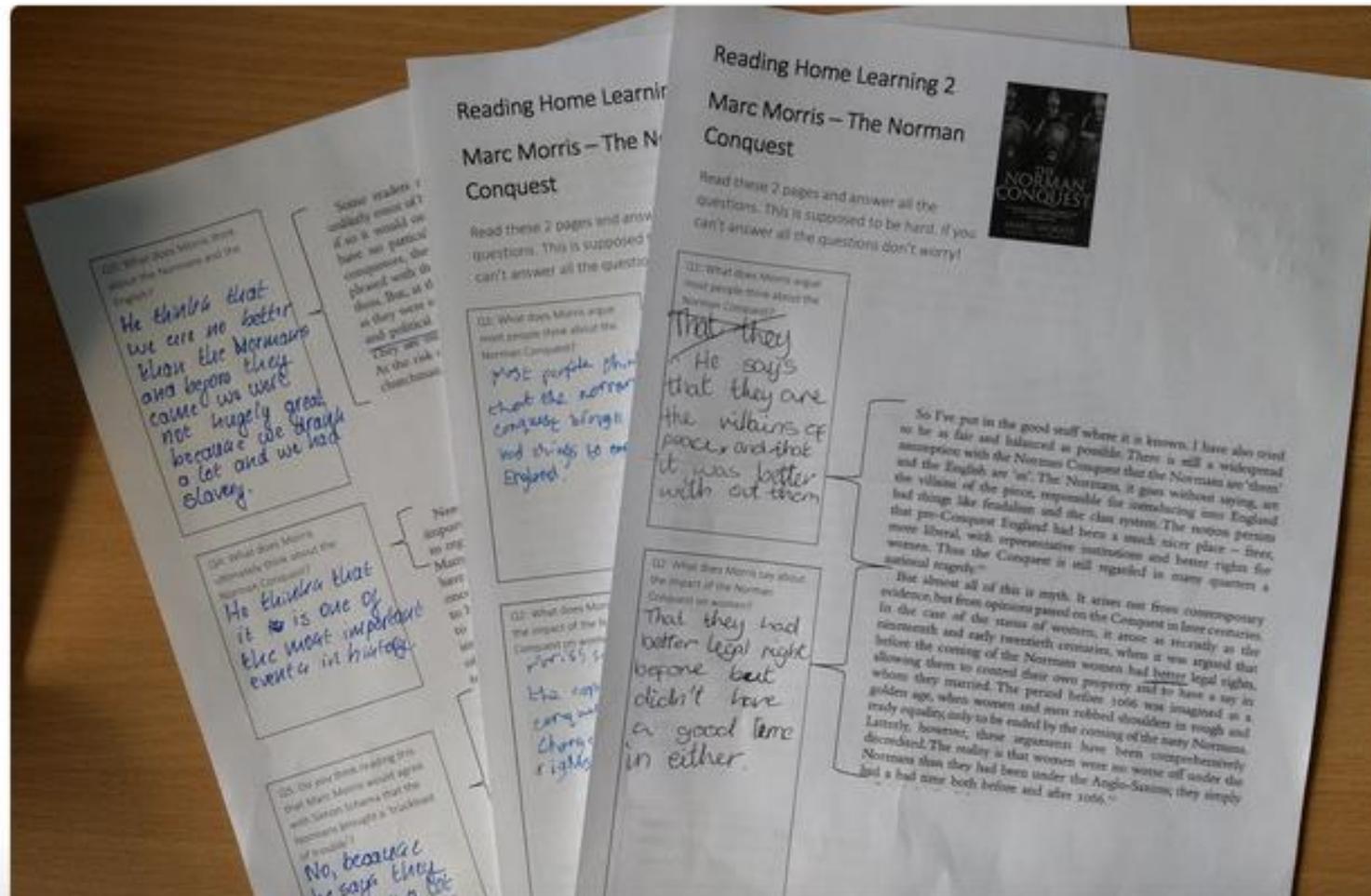


Daniel T Willingham

Demanding work
please



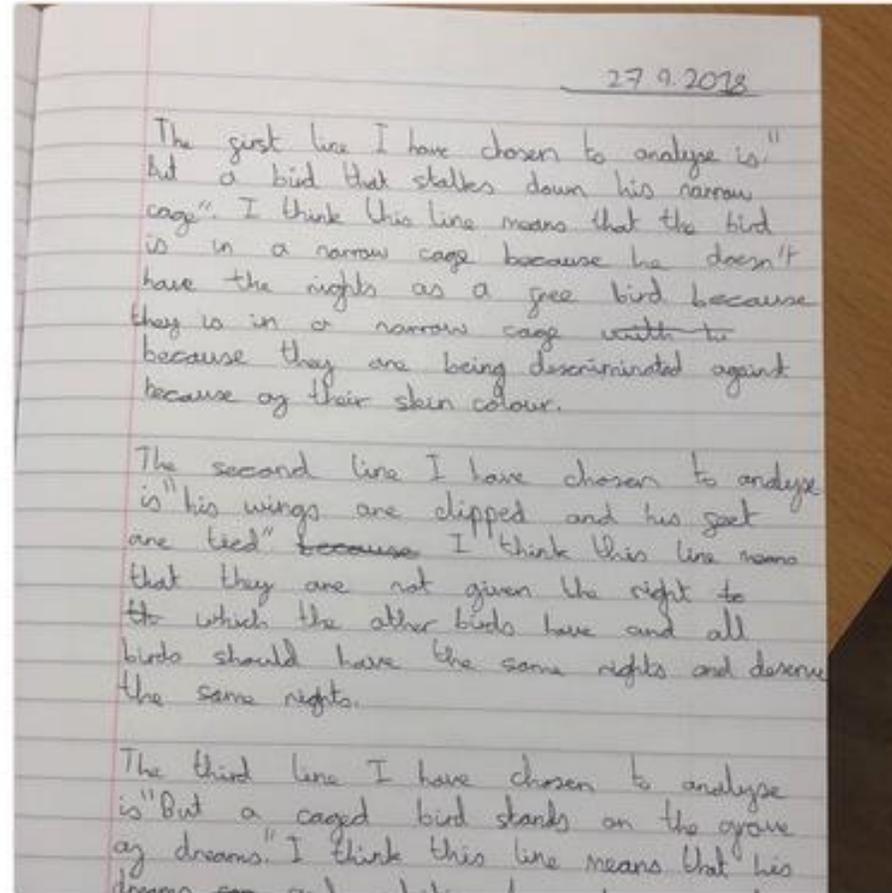
Tested out the scholarship reading homework with a Yr7 guinea pig class. Every student could access it. Even those with reading age less than 10. Clearly we need to have higher expectations of these kids.



Ashley Booth
@MrBoothY6

Following

Why do I love whole class reading so much?
Cos a child who would have been long
considered 'low ability' can access texts like
Caged Bird by Maya Angelou with their peers
and subsequently bang out stuff like this.

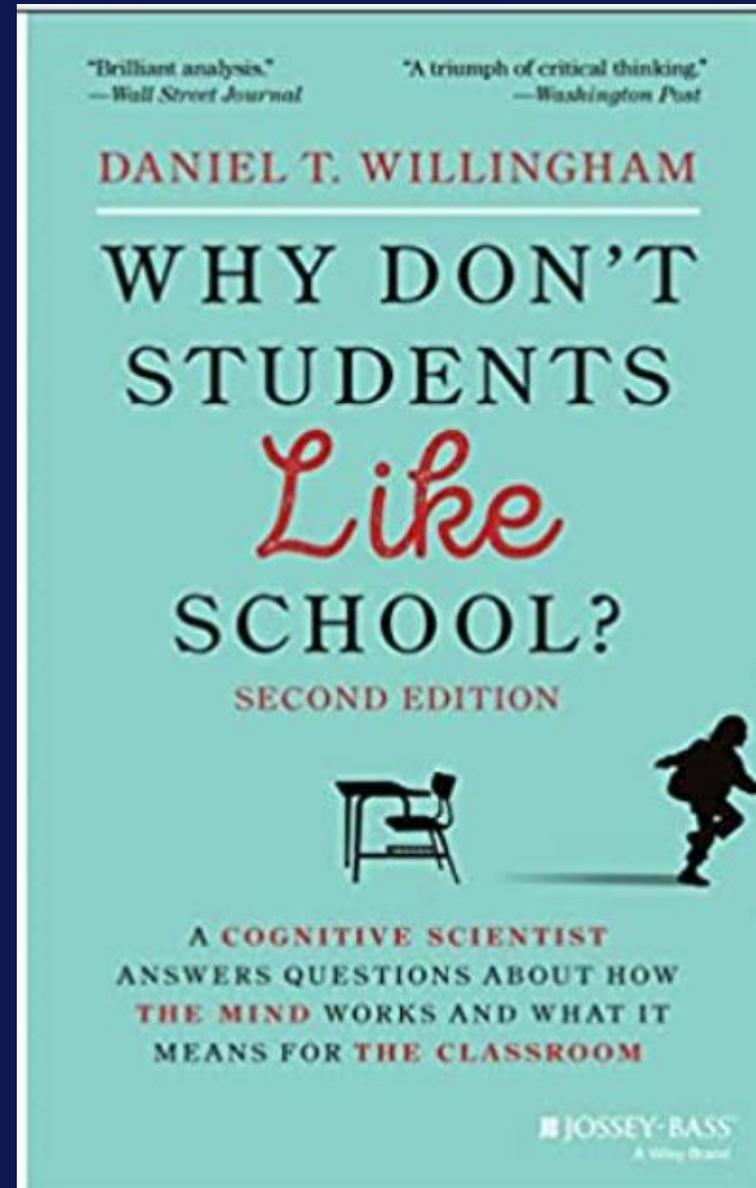


12:23 PM - 27 Sep 2018

89 Retweets 574 Likes



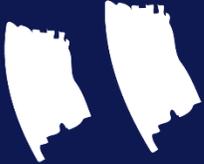
Daniel Willingham





The importance of concepts





Cognitive psychology has shown that the mind best understands facts when they are woven into a *conceptual* fabric, such as a narrative, mental map, or intuitive theory. Disconnected facts in the mind are like unlinked pages on the Web: They might as well not exist.



Stephen Pinker

Holding baskets



COLLECTION

Helping pupils learn the curriculum

♡ Add Collection To Favorites

Helping pupils learn the curriculum through concepts

Mary Myatt



5 VIDEOS Autoplay

- Helping pupils learn the curriculum through concepts
11:22

Mary outlines the research that shows that learning is likely to be deeper if we spend time identifying and teaching our pupils concepts.
- Helping pupils learn the curriculum through vocabulary
09:18
- Helping pupils learn the curriculum through story
10:25

Helping pupils learn the curriculum through concepts

- ♡ Add to Favorites
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Tier 3 vocabulary



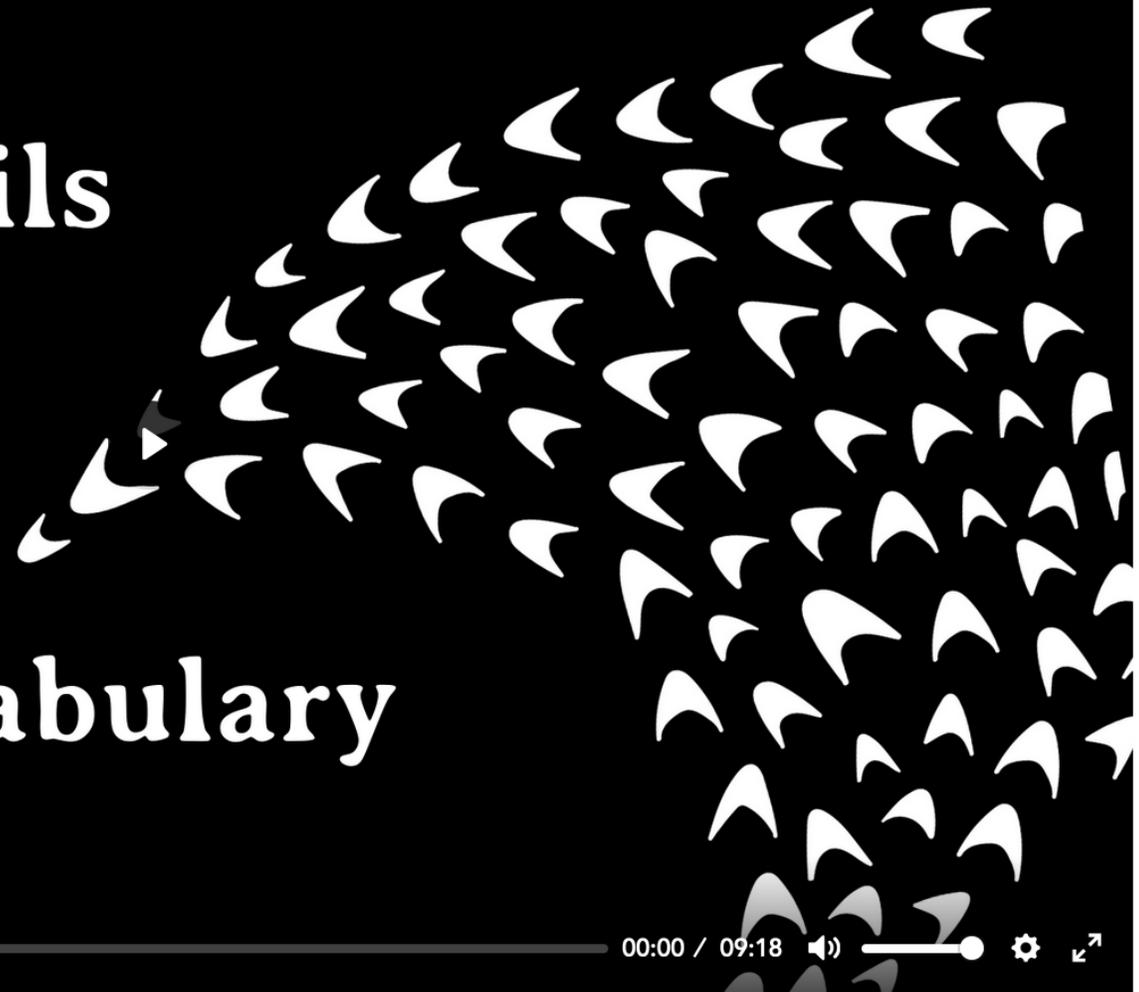
Etymology

Isosceles
Dinosaur
Incarnation
Migration



Helping pupils learn the curriculum through vocabulary

Mary Myatt



Examples from
Ofsted research review
RE





The curriculum should cover substantive content and concepts collectively (or 'collectively enough'), rather than covering excessive amounts of content superficially.





Pupils study certain areas of the RE curriculum in depth and acquire a range of detailed knowledge of different concepts and ideas, which they remember long term.





The curriculum is well sequenced to ensure that pupils learn the knowledge they need for later topics.





How the curriculum is taught and assessed
focuses pupils' attention squarely on the
knowledge they need to learn.

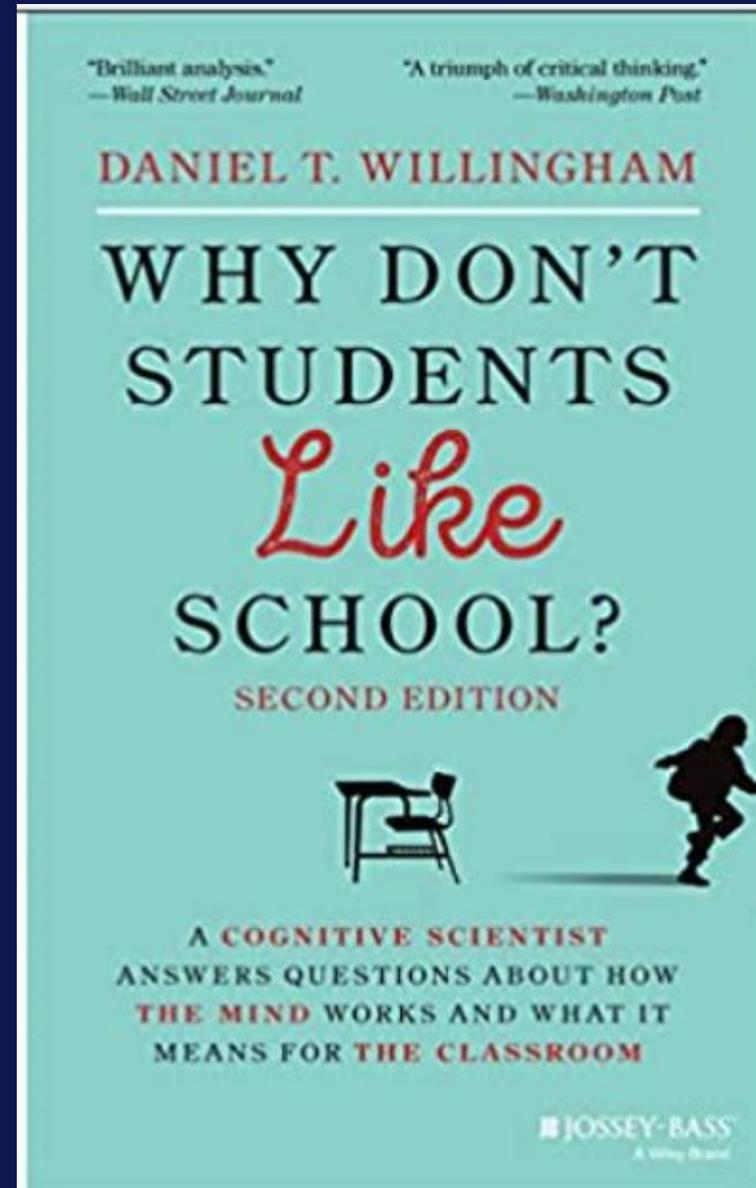




There is sufficient training and professional development so that teachers have appropriate subject professional knowledge.



Daniel Willingham





Our brains privilege story



Daniel T Willingham



Cognitive psychology has shown that the mind best understands facts when they are woven into a conceptual fabric, such as a *narrative*, mental map, or intuitive theory. Disconnected facts in the mind are like unlinked pages on the Web: They might as well not exist.



Stephen Pinker

PROUST AND THE SQUID

**THE STORY
AND SCIENCE
OF THE
READING
BRAIN**





Human beings invented reading only a few thousand years ago.
And with this invention, we rearranged the very organisation
of our brain, which in turn expanded the ways we were able to
think, which altered the intellectual evolution of our species



Marianne Wolfe

Work to do...





Reading deficit



Barriers

1



2



3

Enjoyable

1



2



3

Enjoyable

Time

1



2



3

Enjoyable

Time

Evidence

Faster reading research

'Simply reading challenging, complex novels aloud and at a fast pace in each lesson repositioned 'poorer readers' as 'good' readers, giving them a more engaged uninterrupted reading experience over a sustained period.' onlinelibrary.wiley.com/doi/full/10.1111/1469-7610.12544 thanks for link [@stevewillshaw](https://twitter.com/stevewillshaw)



Literacy

'Just reading': the impact of a faster pace of reading narrati...
Poorer adolescent readers are often regarded by teachers as unable to read whole narratives and given short, simplified ...
onlinelibrary.wiley.com

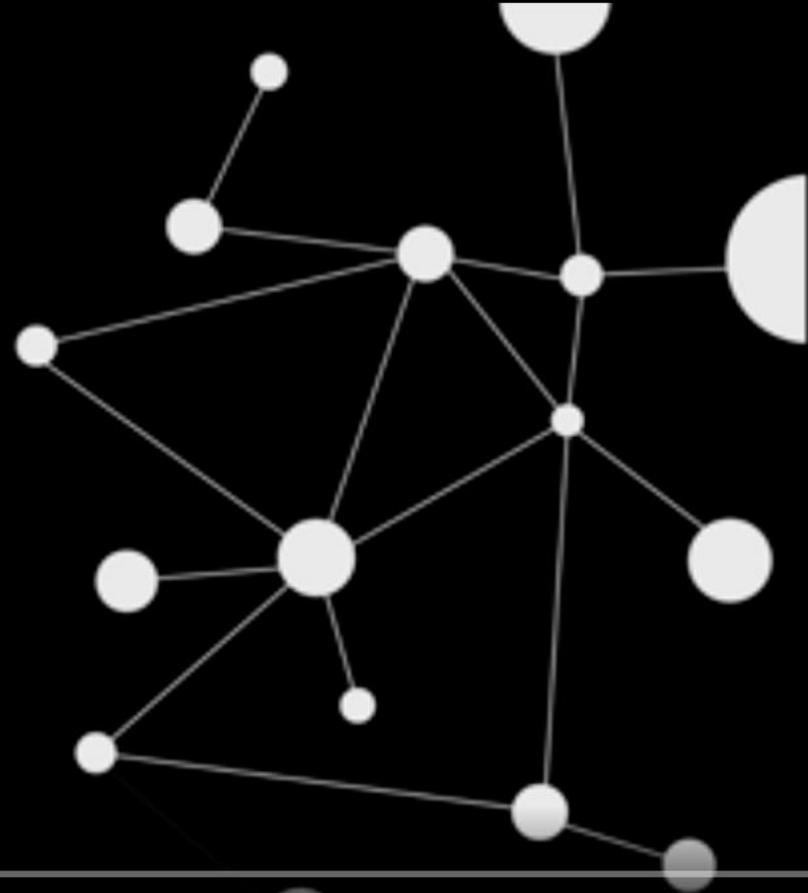
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Primary Huh: Art

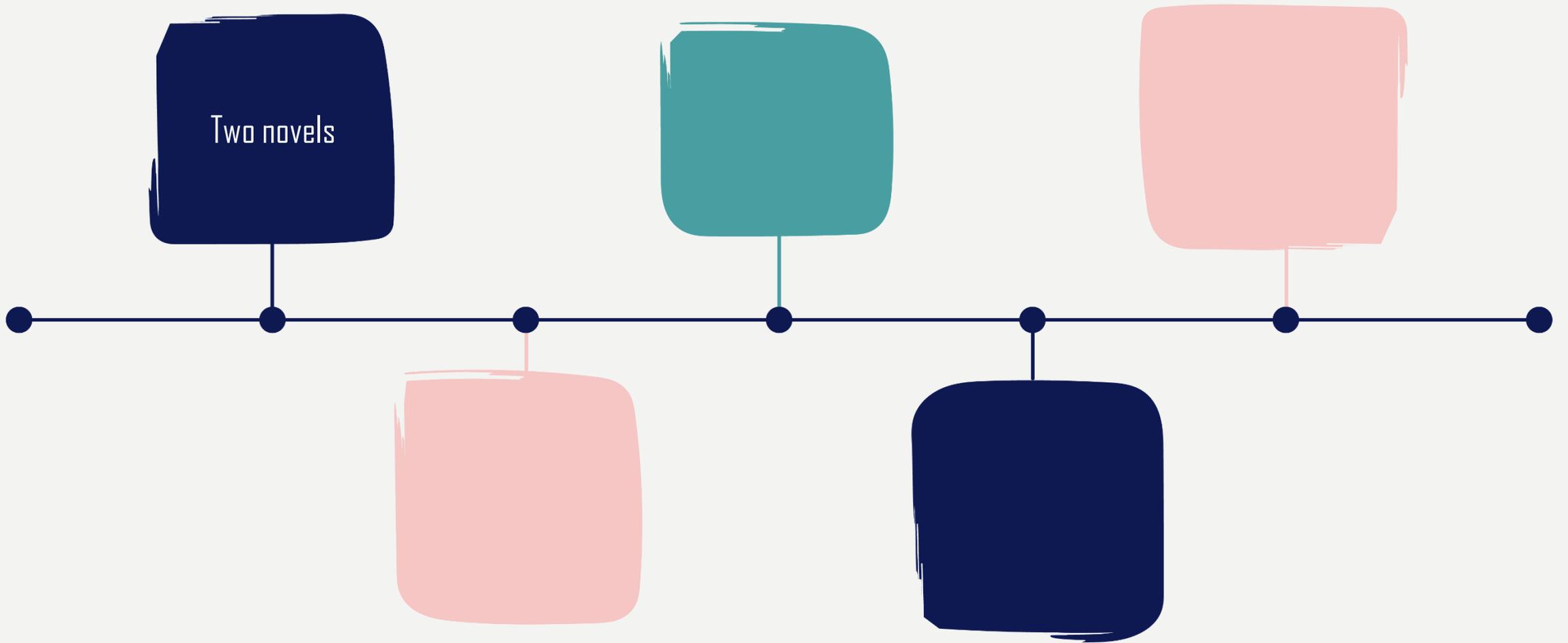
Sophie Merrill

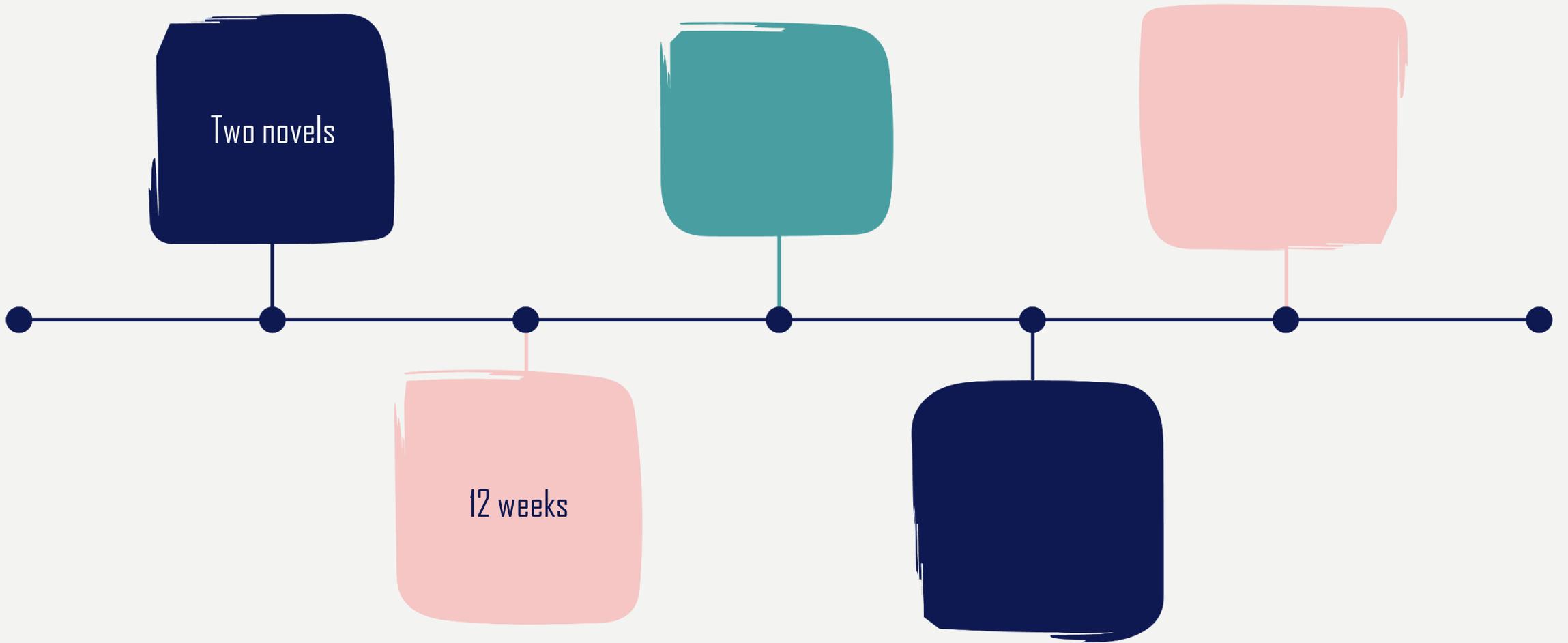


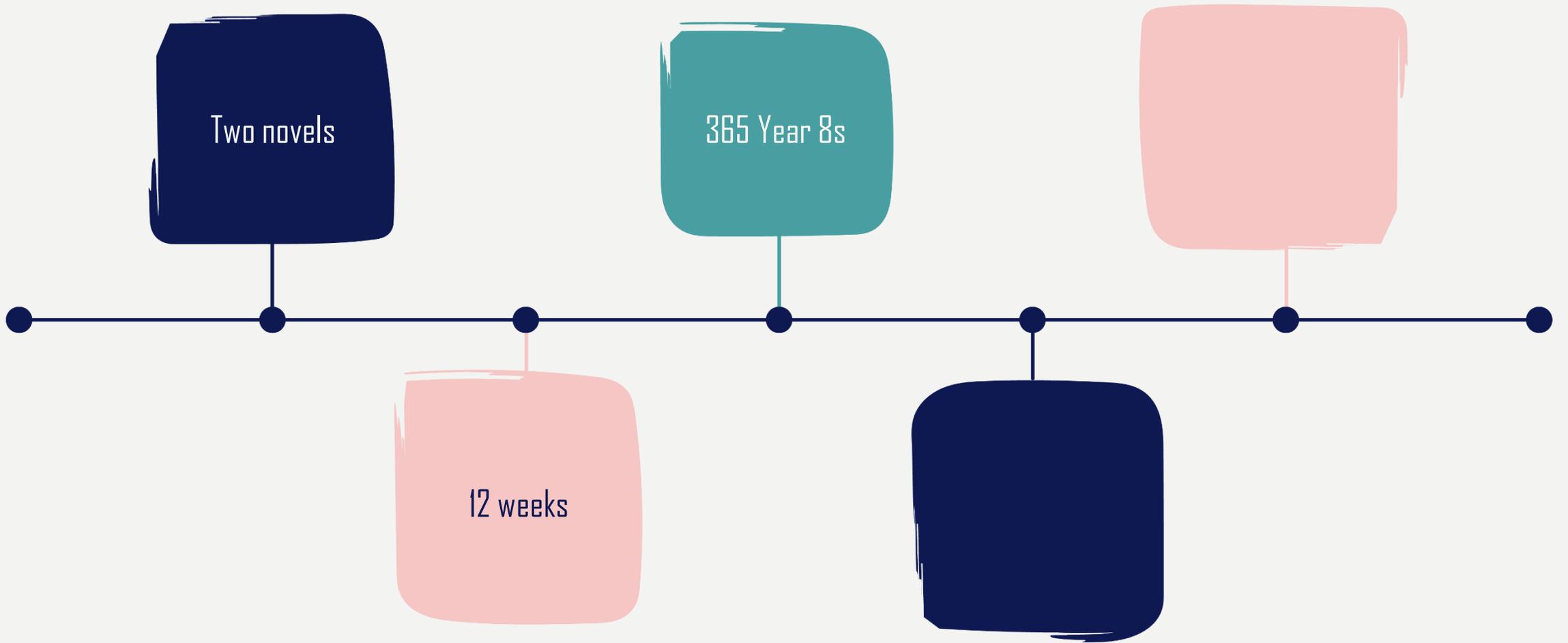
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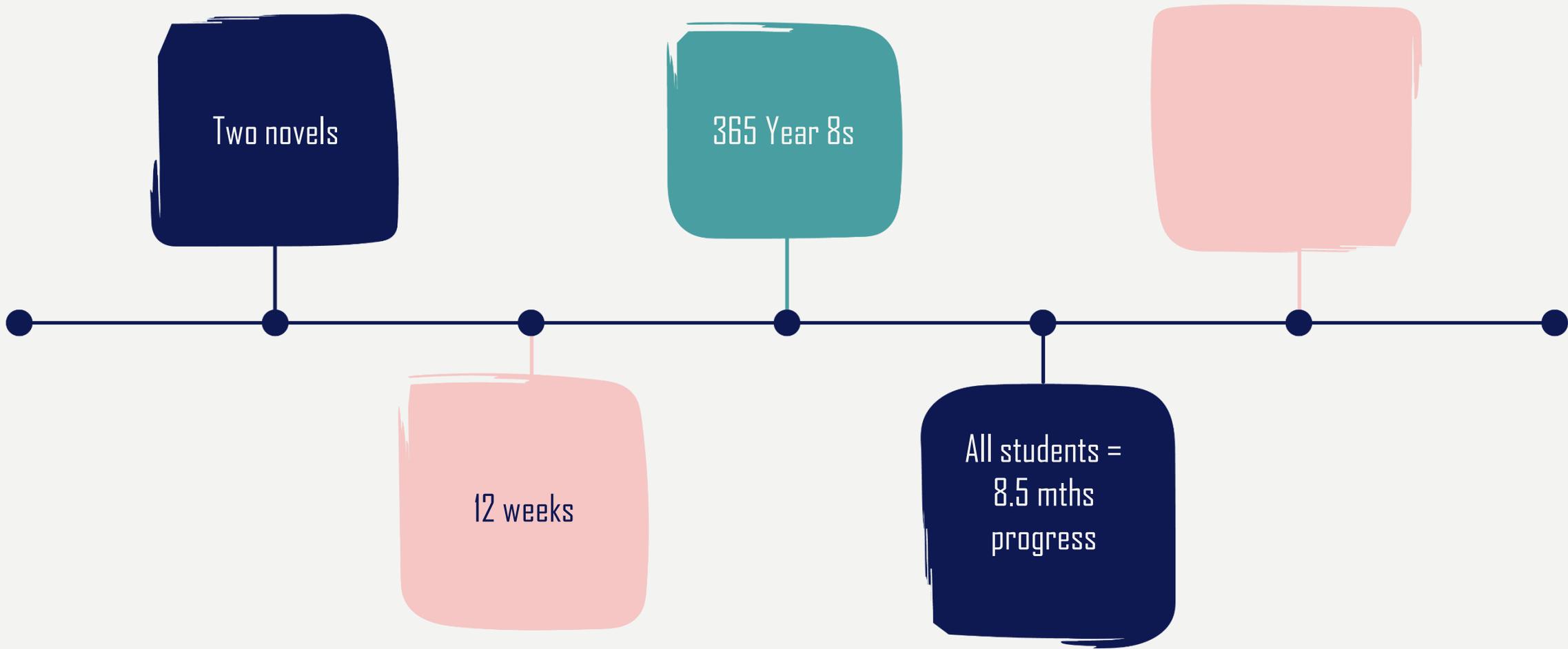




Two novels

365 Year 8s

12 weeks



Two novels

365 Year 8s

12 weeks

All students =
8.5 mths
progress

Two novels

365 Year 8s

'Poorer'
readers = 16
mths
progress

12 weeks

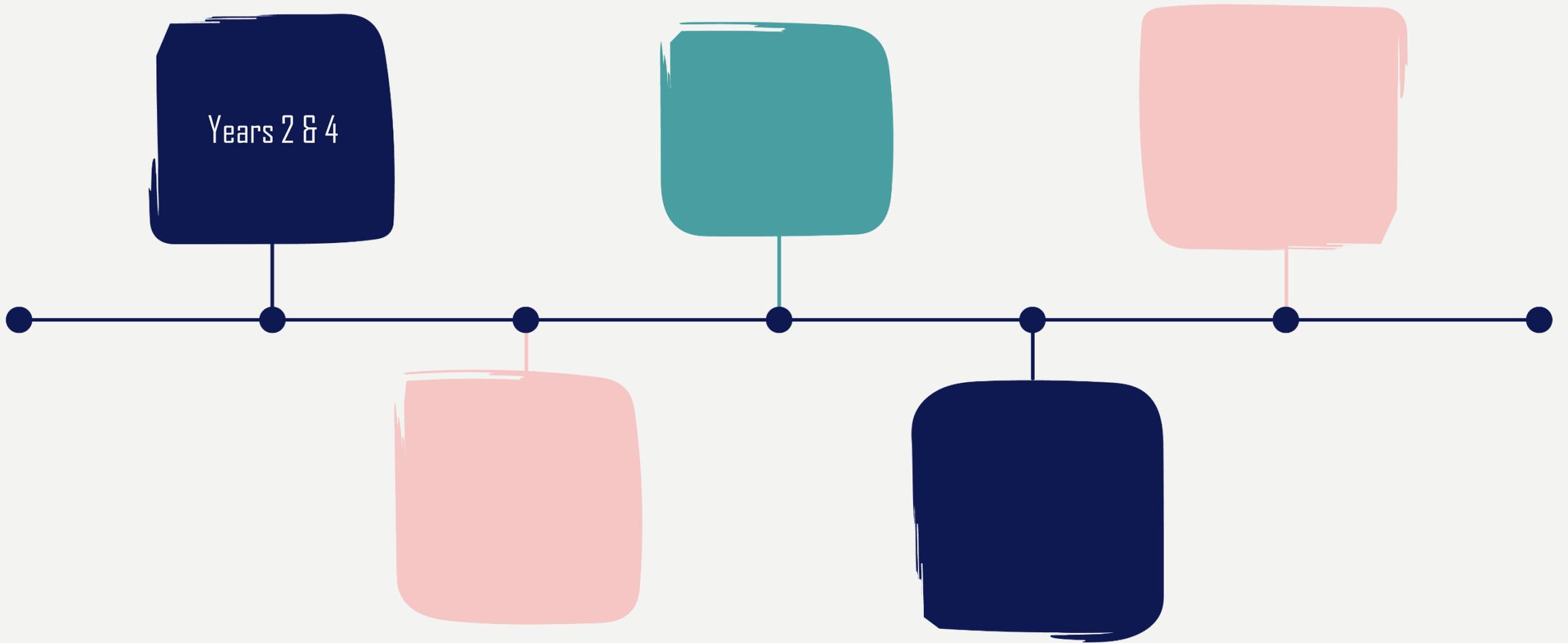
All students =
8.5 mths
progress

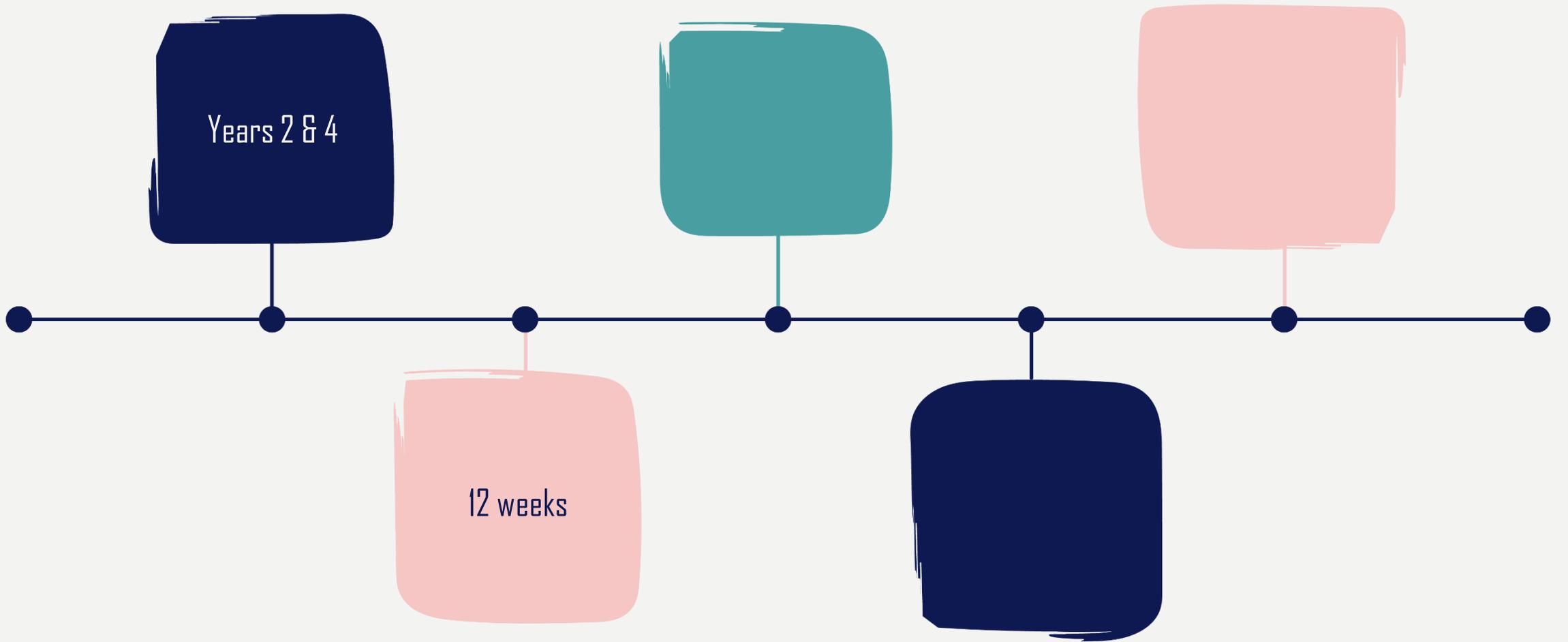


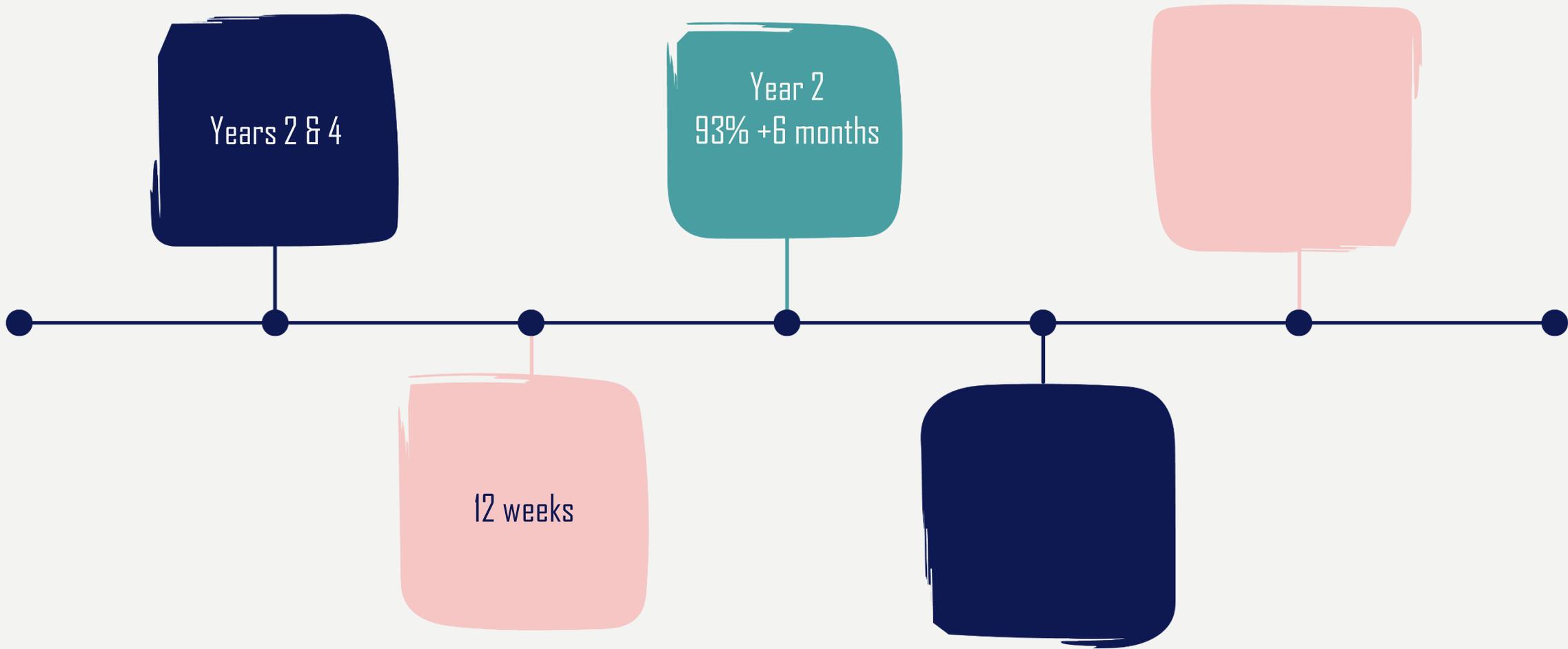
Just Reading Primary Project

Spotlight on Gloucester Road Nursery and Primary School





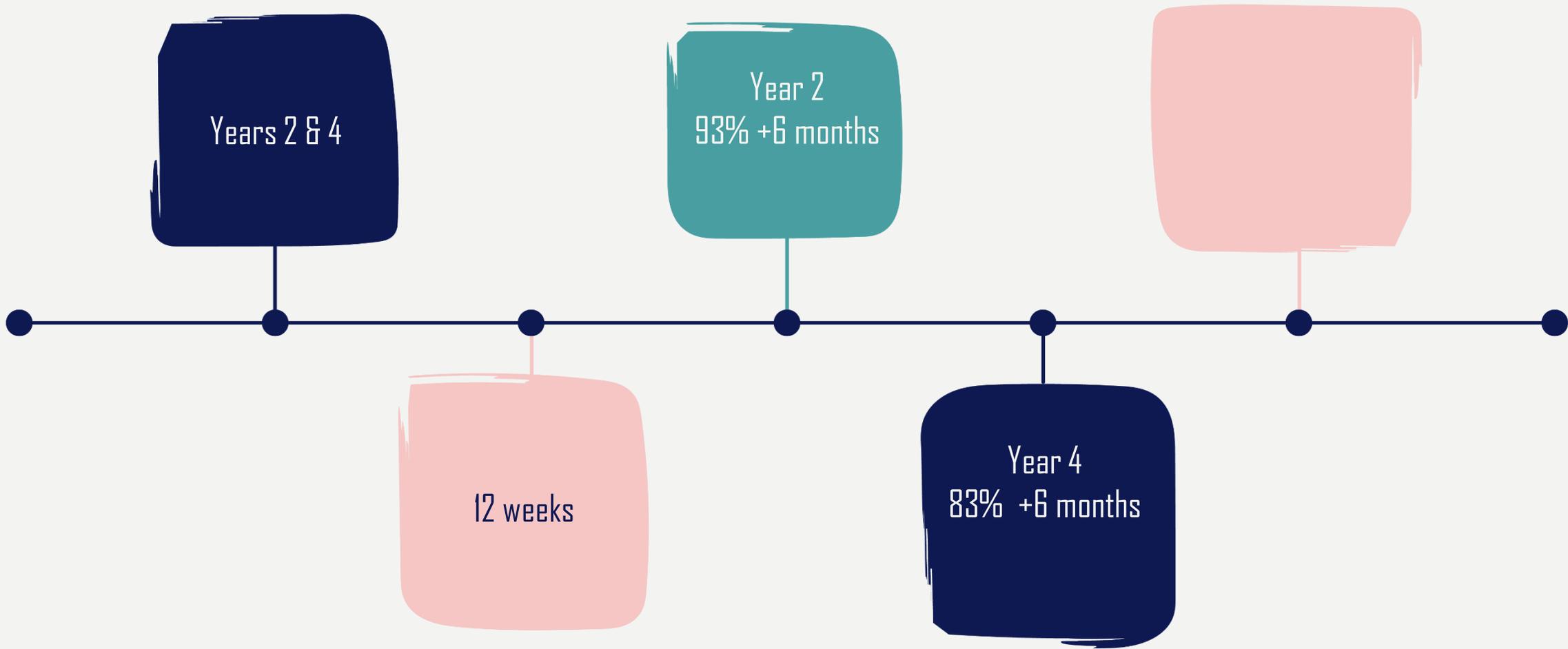




Years 2 & 4

Year 2
93% +6 months

12 weeks

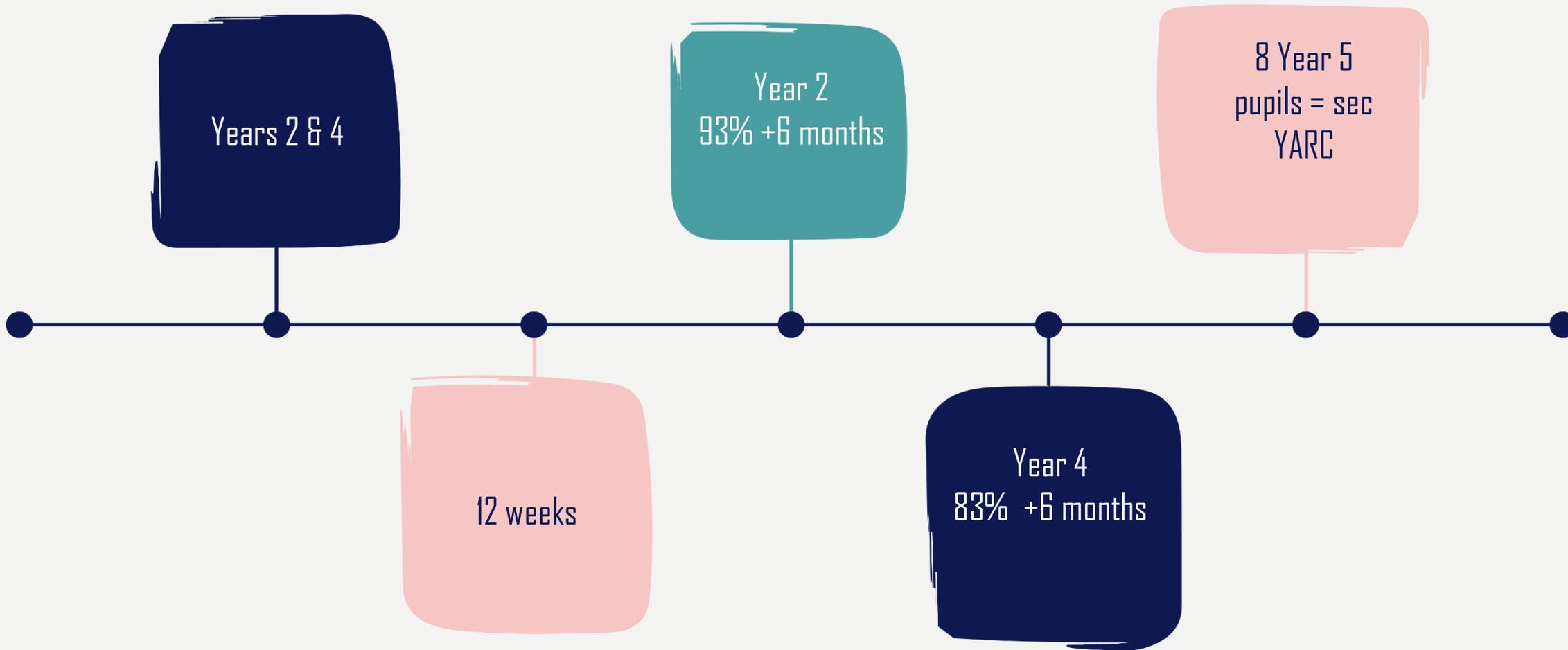


Years 2 & 4

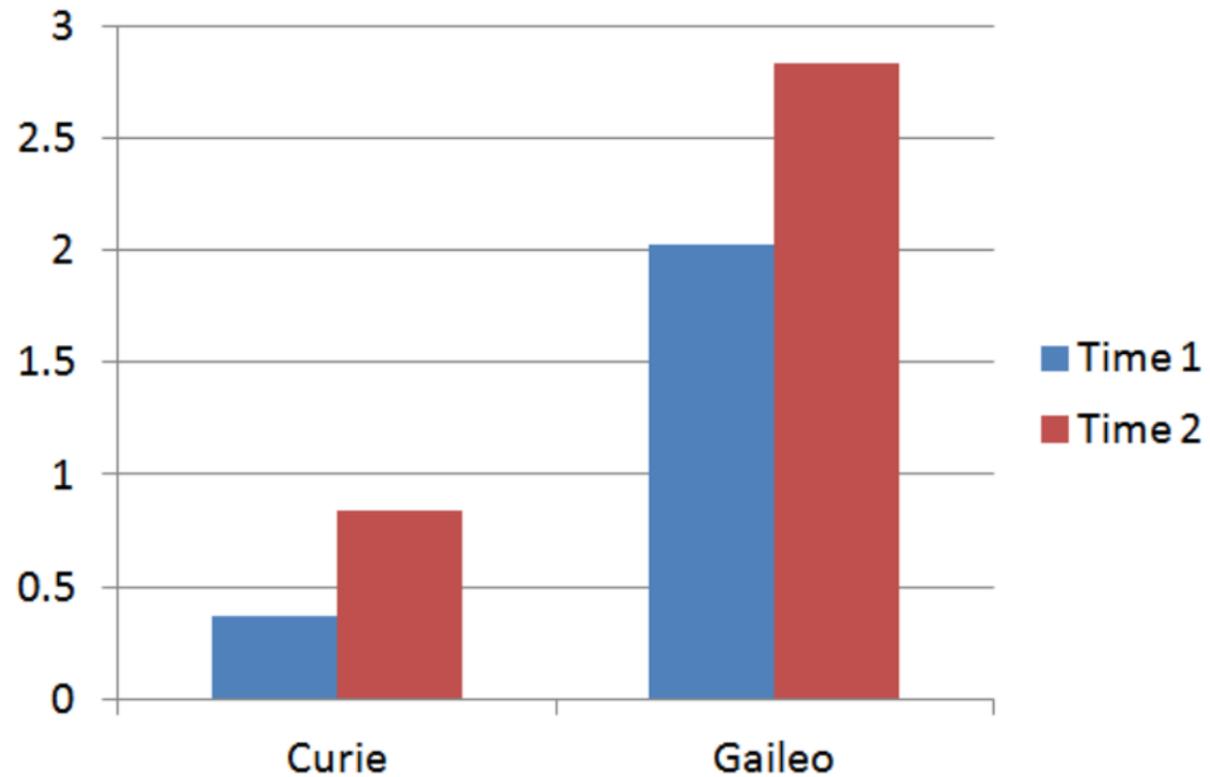
Year 2
93% +6 months

12 weeks

Year 4
83% +6 months



DT Willingham: Arya & Maul 2012



Why stories matter

Big
picture



Complex
ideas



Enrich
vocab



Inclusive
for all



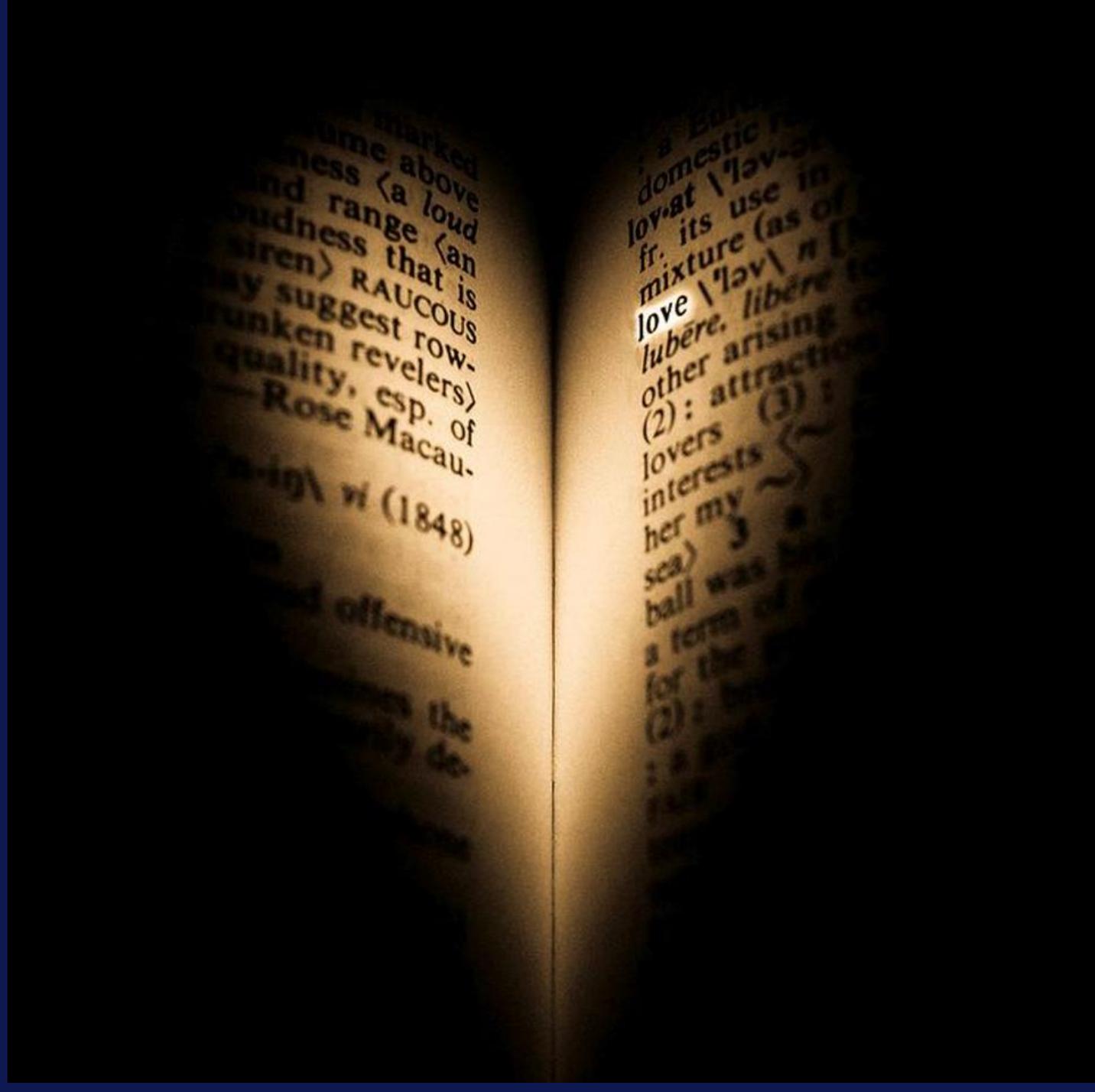


The text as the 'beating heart' of the lesson



Andy Tharby

Demanding work
please



Criteria



1



2



3

Visuals

1



2



3

Visuals

Tone

1



2

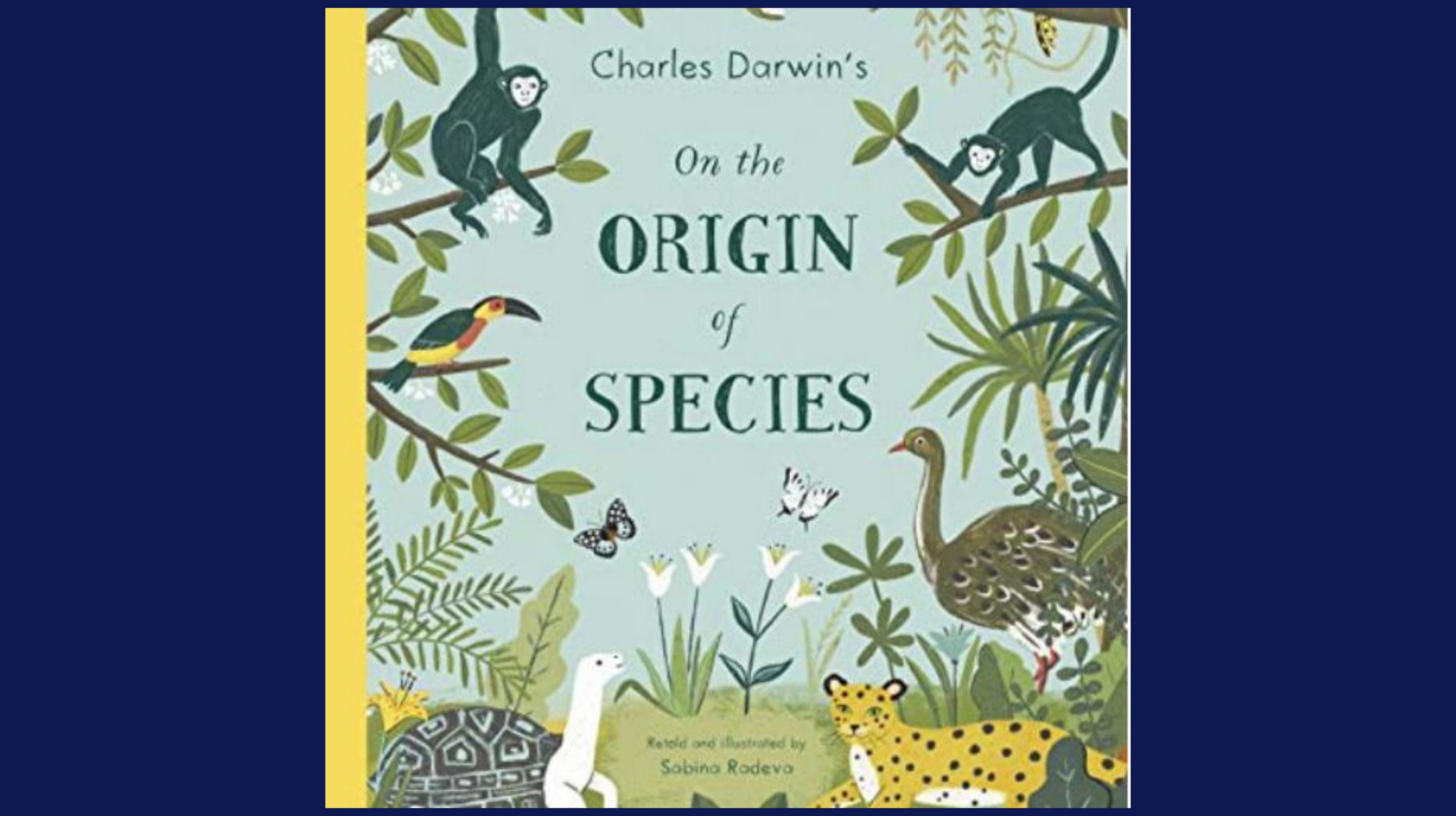


3

Visuals

Tone

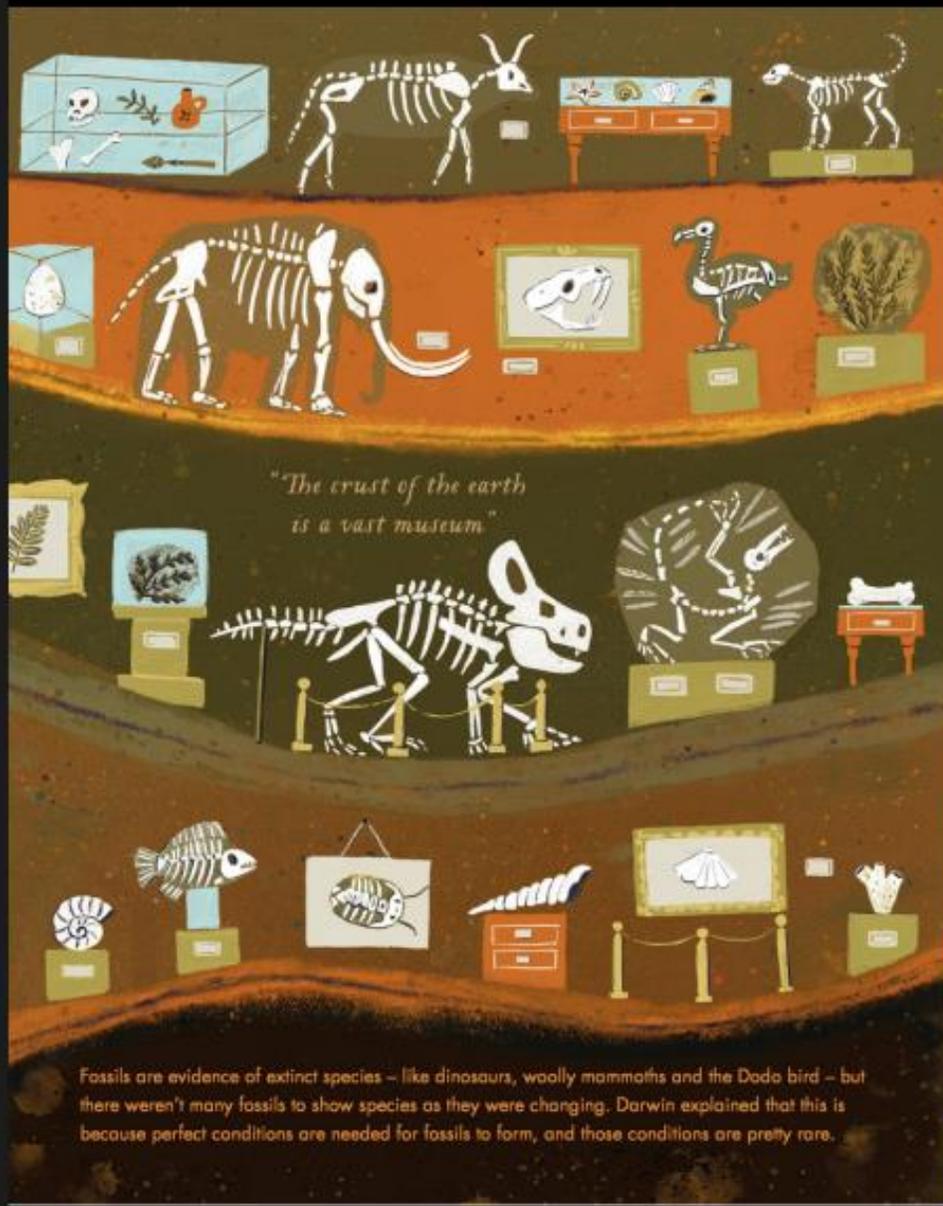
Vocabulary



Charles Darwin's

On the
ORIGIN
of
SPECIES

Retold and illustrated by
Sabina Rodeva



Fossils are evidence of extinct species – like dinosaurs, woolly mammoths and the Dodo bird – but there weren't many fossils to show species as they were changing. Darwin explained that this is because perfect conditions are needed for fossils to form, and those conditions are pretty rare.

Imperfections of the Geological Record



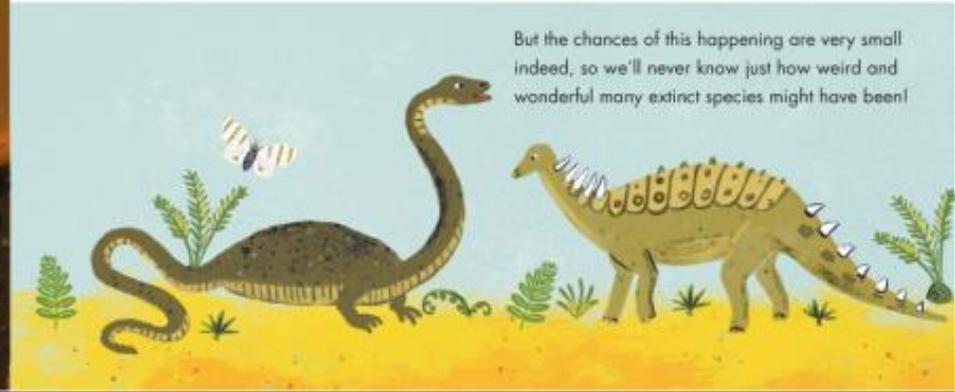
As rocks get bashed by the wind and sea, they break down into pieces called sediment.



When animals die and get covered in layers of sediment, like a blanket, they can be preserved in sedimentary rocks.



But the chances of this happening are very small indeed, so we'll never know just how weird and wonderful many extinct species might have been!



Misconceptions



Evolution explains the origin of life on Earth

No, this is a misconception (a mistaken belief). The theory of evolution does not explain how life on Earth started. Darwin's theory explains how species can change over time, and how new species are created from existing species, by the process of Natural Selection.

Evolution proves that we evolved from monkeys

No, humans did not evolve from monkeys as we know them now. All primates shared a common ancestor some 25 to 30 million years ago, and both monkeys and humans evolved from this animal in lots of different ways, until we became the species we are today. Modern primates, like monkeys and apes, are more like cousins. You are descended from your parents but you are only related to your cousins.



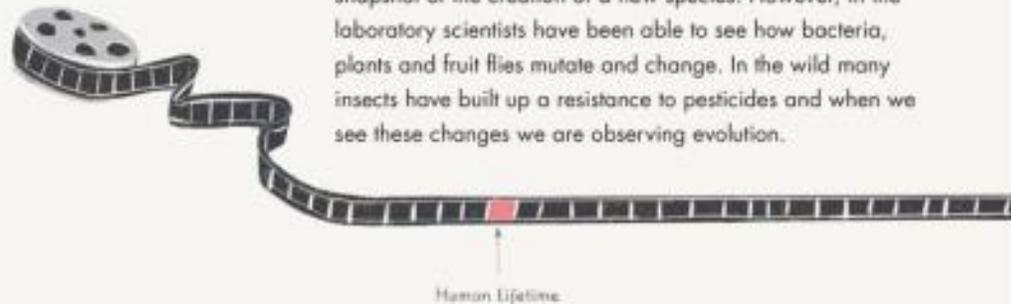
Evolution is when one kind of animal gives birth to another kind of animal

No, an individual animal can never give birth to a completely new kind, or new species of animal. For example, a cat will never give birth to a dog. Instead, young animals are born with small differences, and after many generations the species gradually changes.



You can't see evolution happening

You can sort of, but evolution is a very slow process that takes thousands of years. In a human lifetime we can only see a snapshot of the creation of a new species. However, in the laboratory scientists have been able to see how bacteria, plants and fruit flies mutate and change. In the wild many insects have built up a resistance to pesticides and when we see these changes we are observing evolution.



Evolution and inheritance

Pupils should be taught to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.

Key question: how does this unit build on prior knowledge and where might it lead?

This unit builds on strands from KS1 eg Pupils might keep records of how plants have changed over time, for example, the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants; KS2 describe in simple terms how fossils are formed when things that have lived are trapped within rock

Draft planning unit

<p>What are the key concepts for this unit?</p> <p>Evolution Organism Sediment Theory Fossil Species Natural selection Extinct Genus</p>	<p>How will we introduce it?</p> <p>Charles Darwin's on the origin of species retold and illustrated by Sabina Radeva</p>
<p>Is it worth summarising what we want pupils to know on a knowledge organiser? If so what should be included?</p>	<p>How are we going to take pupils through this unit?</p> <p>Read the story several times Take responses Opportunities for research</p>
<p>How will we know if our children have learnt what we have taught them?</p> <p>Low stakes quizzes, talk, extended writing, double pages spreads</p>	

Draft knowledge organiser

Evolution and inheritance

*Charles Darwin's on the origin of species
retold and illustrated by Sabina Radeva*

Evolution	Evolution is the theory that all the kinds of living things that exist today developed from earlier types. The differences between them resulted from changes that happened over many years. The simplest forms of life arose at least 3.5 billion years ago. Over time they evolved into the millions of species, or types, of living things alive today
Organism	An individual living thing, such as a plant, an animal, or a germ.
Sediment	Material deposited by water, wind, or ice
Theory	A reasonable, widely accepted explanation for why something happens
Fossil	The remains or trace of a living animal or plant from a long time ago. Fossils are found embedded in earth or rock
Species	Closely related plants and animals A class of individuals having common attributes and designated by a common name
Genus	A large group of different but closely related plants and animals. family. <i>Eg dogs and wolves are different species but belong to the same genus.</i>
Natural selection	A natural process of evolution in which the organisms that are best adapted to their environment survive and are able to reproduce, while those that are weak leave fewer or no offspring.
Extinct	No longer existing <i>Dinosaurs have been extinct for millions of years.</i>

Darwin very much enjoyed observing and collecting insects. Test your skills at being a naturalist by using the insect chart on the end pages to find and identify some of the beetle and butterfly species inside the book.





Darwin travelled the globe on board the HMS *Beagle*, visiting wondrous lands, studying animals and collecting fossils. Many things excited and amazed him on his adventures, and he wrote them all down as accurately as he could.

click

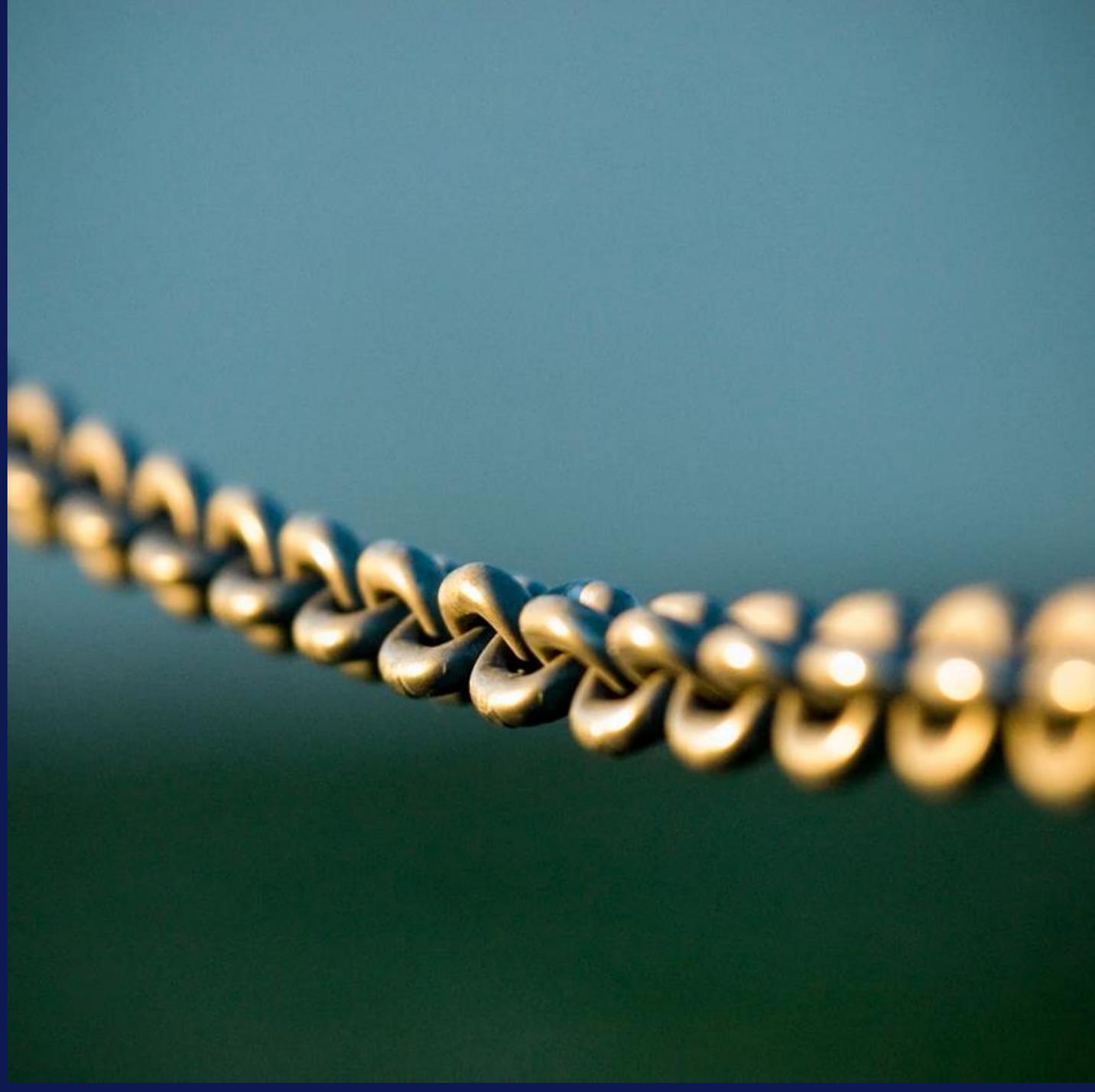
Fascinating!
A butterfly that
makes sounds.

Rhea Darwinii

HMS Beagle

Fossils

Links



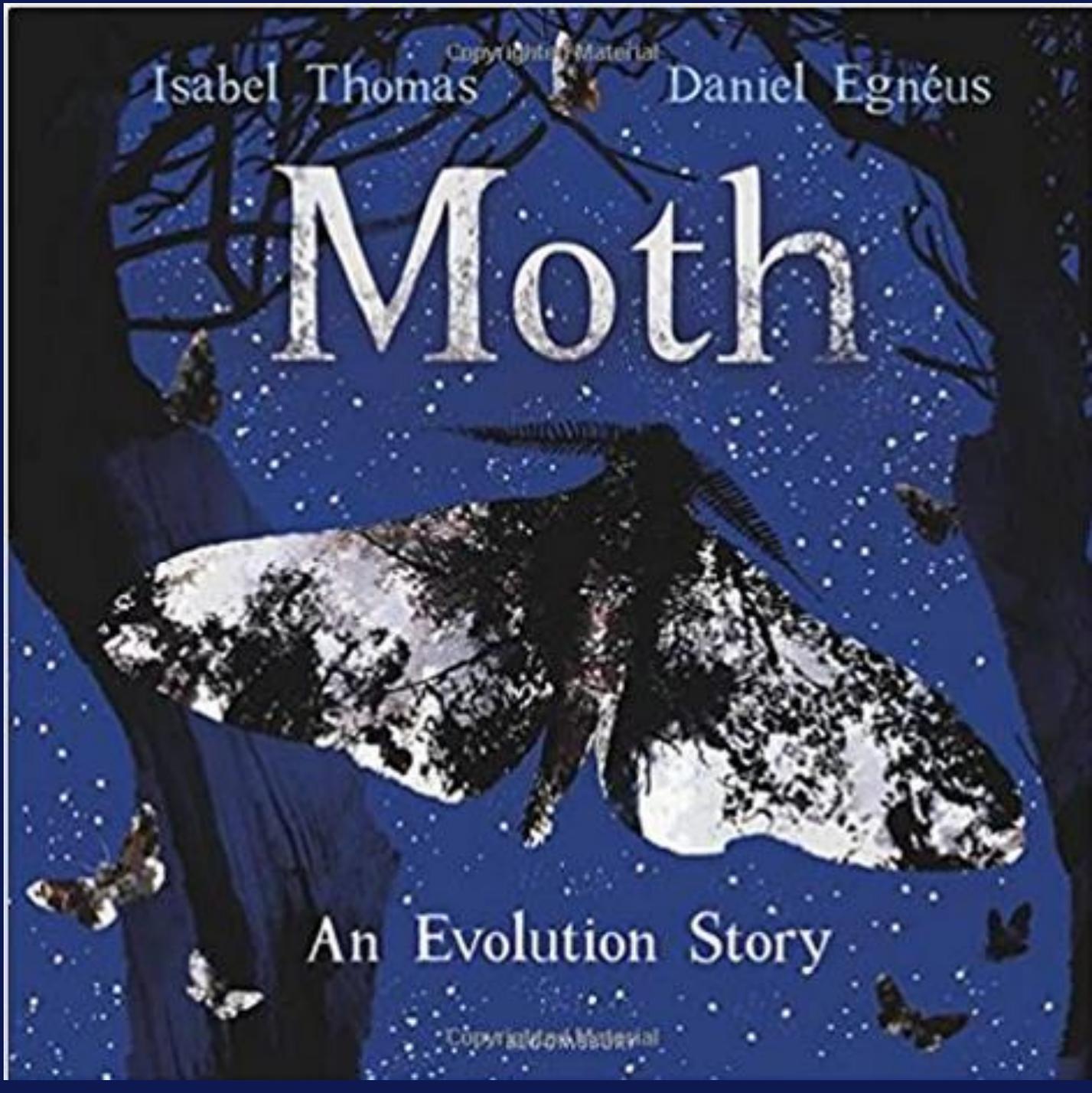
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Daniel Egnéus

Moth

An Evolution Story

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N
NATURAL
HISTORY
MUSEUM

What an
adventure!

What Mr Darwin Saw

by Mick Manning and Brita Granström



KS2 Science

Additional information

[Charles Darwin's on the Origin of Species retold and illustrated by Sabina Radeva](#)

[Georges-Louis Leclerc de Buffon](#)

[Jean-Baptiste Lamarck](#)

[Alfred Russel Wallace](#)

[Mary Anning](#)

[What Mr Darwin Saw](#) Mick Manning and Brita Granstrom

[Moths: An Evolution Story](#) Isabel Thomas



Spring

There's no doubt, spring is here: the cherry trees are covered in blossoms. If the soil is warm enough, you can plant beans.

Beans are vines, or climb as they grow, their stem and curl. Plum and Red planned stakes deep into the soil. The beans will wrap around for support as they grow.

POLLINATION

For a flower to make fruit, it must be pollinated. A grain of pollen from the male part of a flower lands on the female part of a flower. Pollination can be done by the wind, bees, and butterflies. Unfortunately, bees are threatened by pesticides and by habitat loss. To protect bees in the garden, use native plants, grow wildflowers, and avoid using pesticides. These plants make honey and sustain a beehive.



In the summertime, a bee can house 30,000 bees.



INSIDE A FLOWER



Cherry blossoms

A flower is a plant's reproductive organ. It's made up of many parts. The stamen is the male part, and the pistil is the female part. The pistil has an ovary that contains eggs. When a pollen grain from the stamen lands on the pistil, it can fertilize an egg and make a seed.

In May, you can start harvesting red chard stalks to make jam. But never eat chard leaves! They're poisonous. You should not even put them in the compost bin.

By putting them in water, though, you can make an excellent natural aphid repellent.



Chard



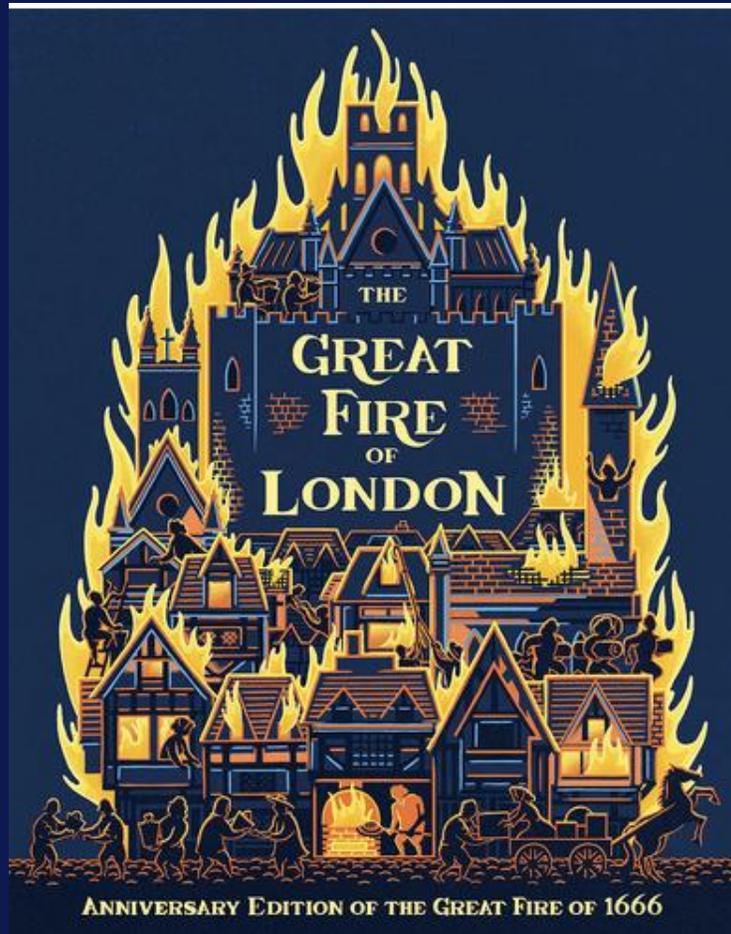
Scotch broom



Wisteria

Take care to protect strawberry plants from pests. Spreading wood ash around them keeps slugs and snails away, and covering them with nets discourages birds.





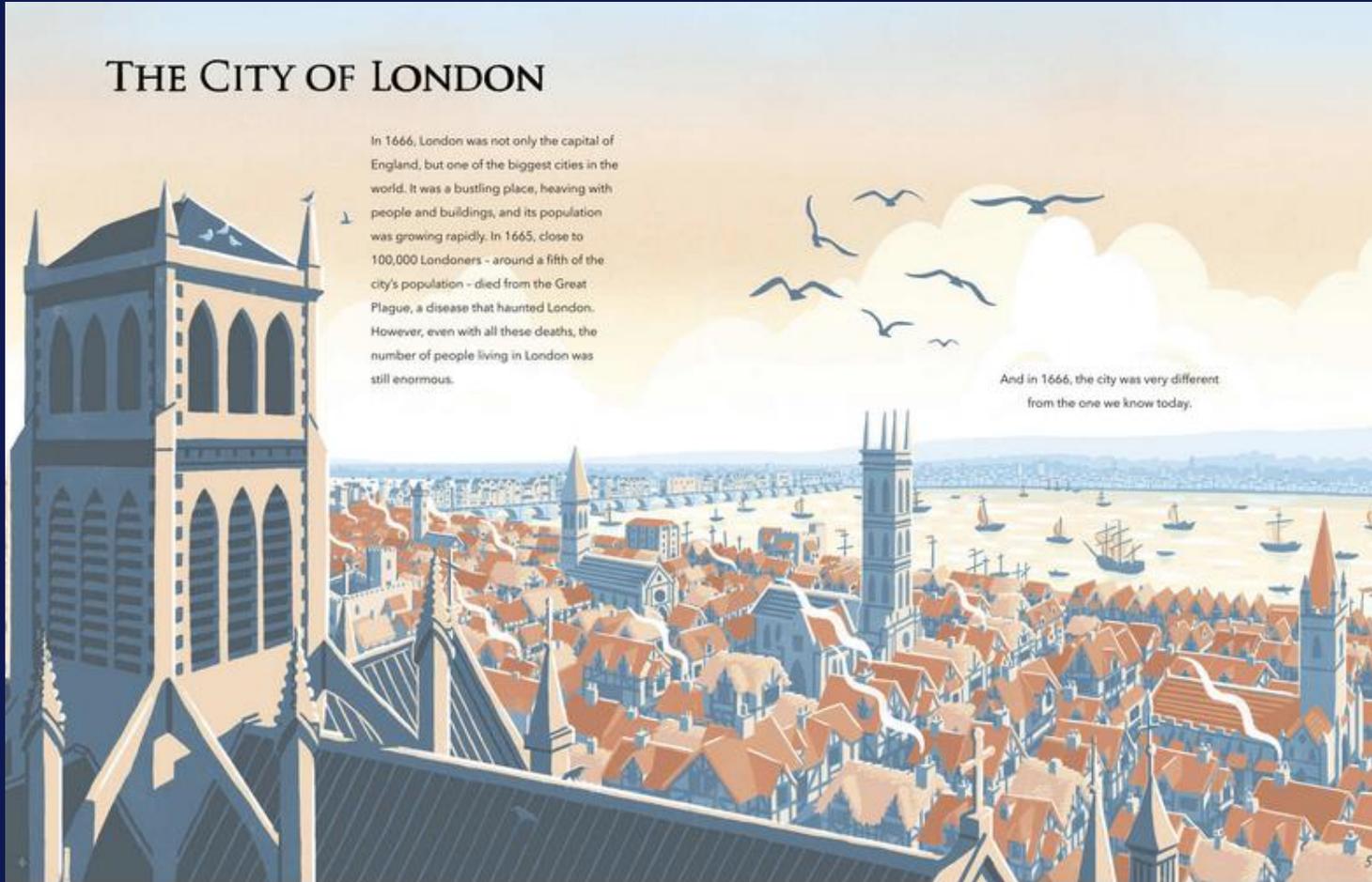
THE
GREAT
FIRE
OF
LONDON

ANNIVERSARY EDITION OF THE GREAT FIRE OF 1666

THE CITY OF LONDON

In 1666, London was not only the capital of England, but one of the biggest cities in the world. It was a bustling place, heaving with people and buildings, and its population was growing rapidly. In 1665, close to 100,000 Londoners - around a fifth of the city's population - died from the Great Plague, a disease that haunted London. However, even with all these deaths, the number of people living in London was still enormous.

And in 1666, the city was very different from the one we know today.

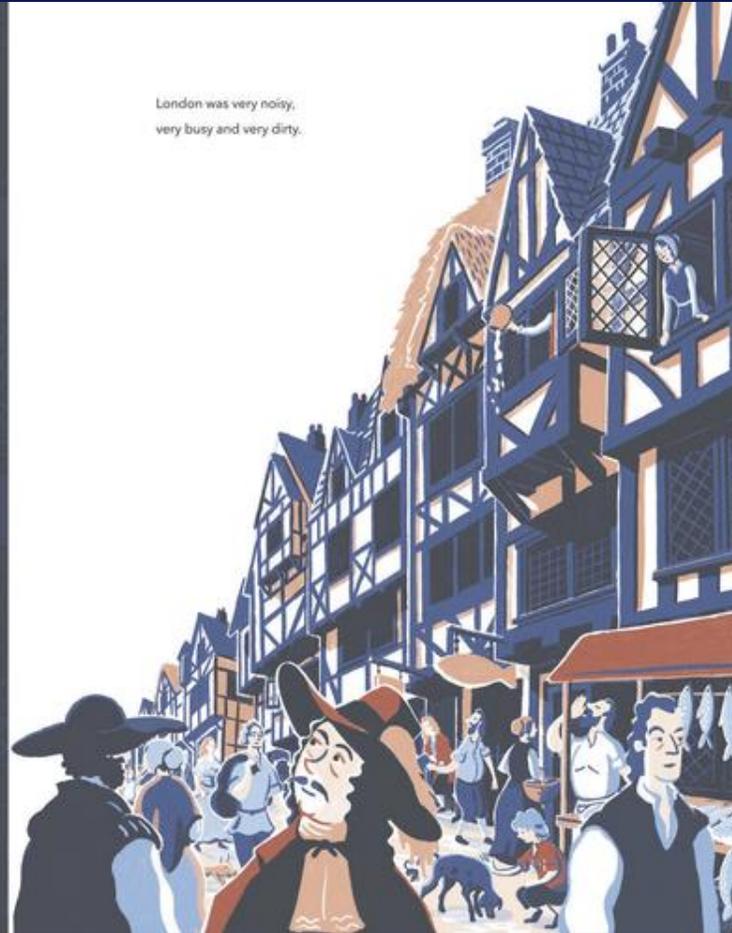


Buildings were mostly made from wood, straw and a tar-like substance called pitch, which protected the wood from water damage. However, the pitch also caught fire easily ...

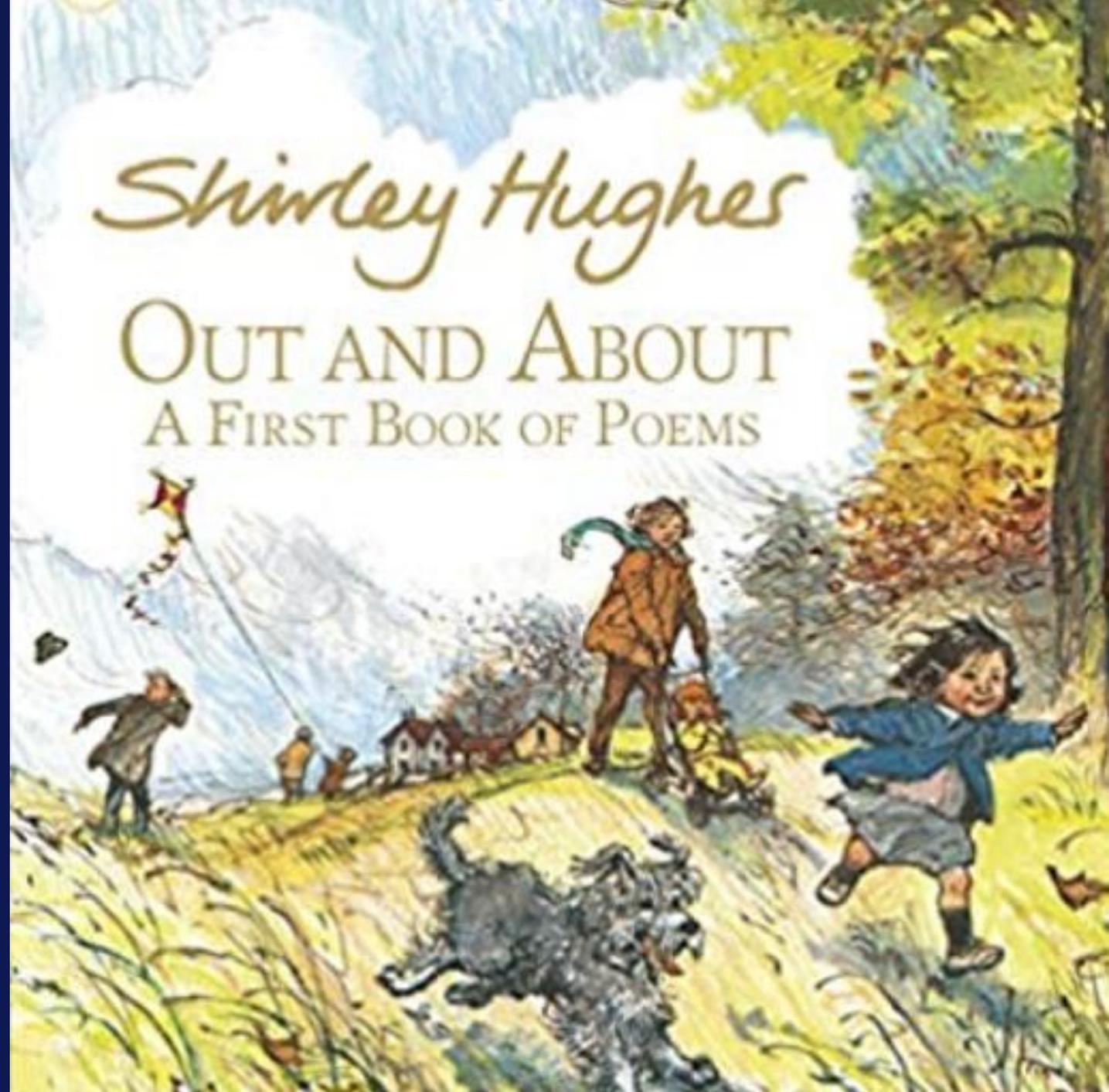
In the poorest parts of London, the buildings were so close together that neighbours could lean out of their own home and touch the house opposite. And the smell! Horse-drawn carts and carriages were pulled along the cobbled streets, and animal mess mixed with the waste from houses. There were few street sweepers, and no sewer systems to keep the city clean.



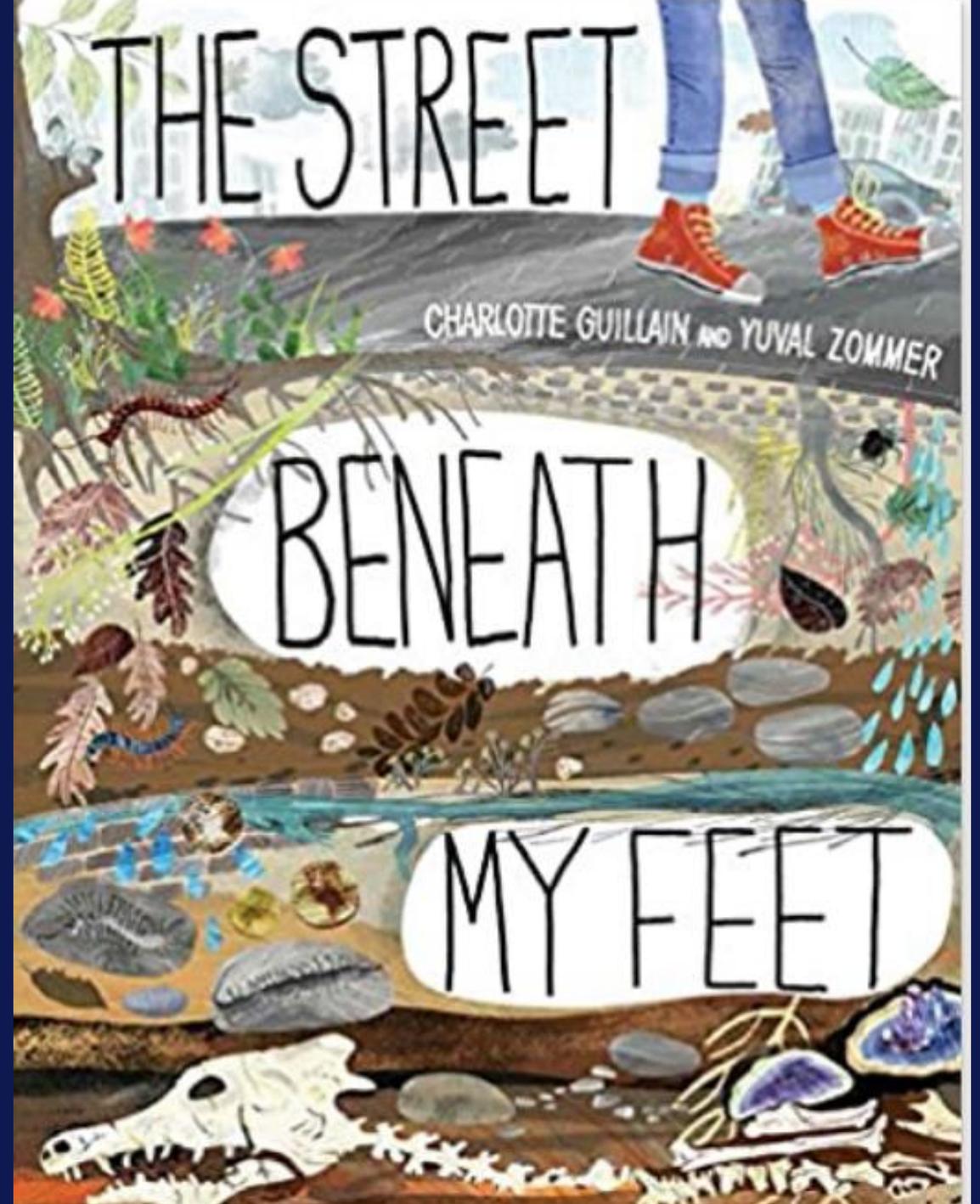
London was very noisy, very busy and very dirty.



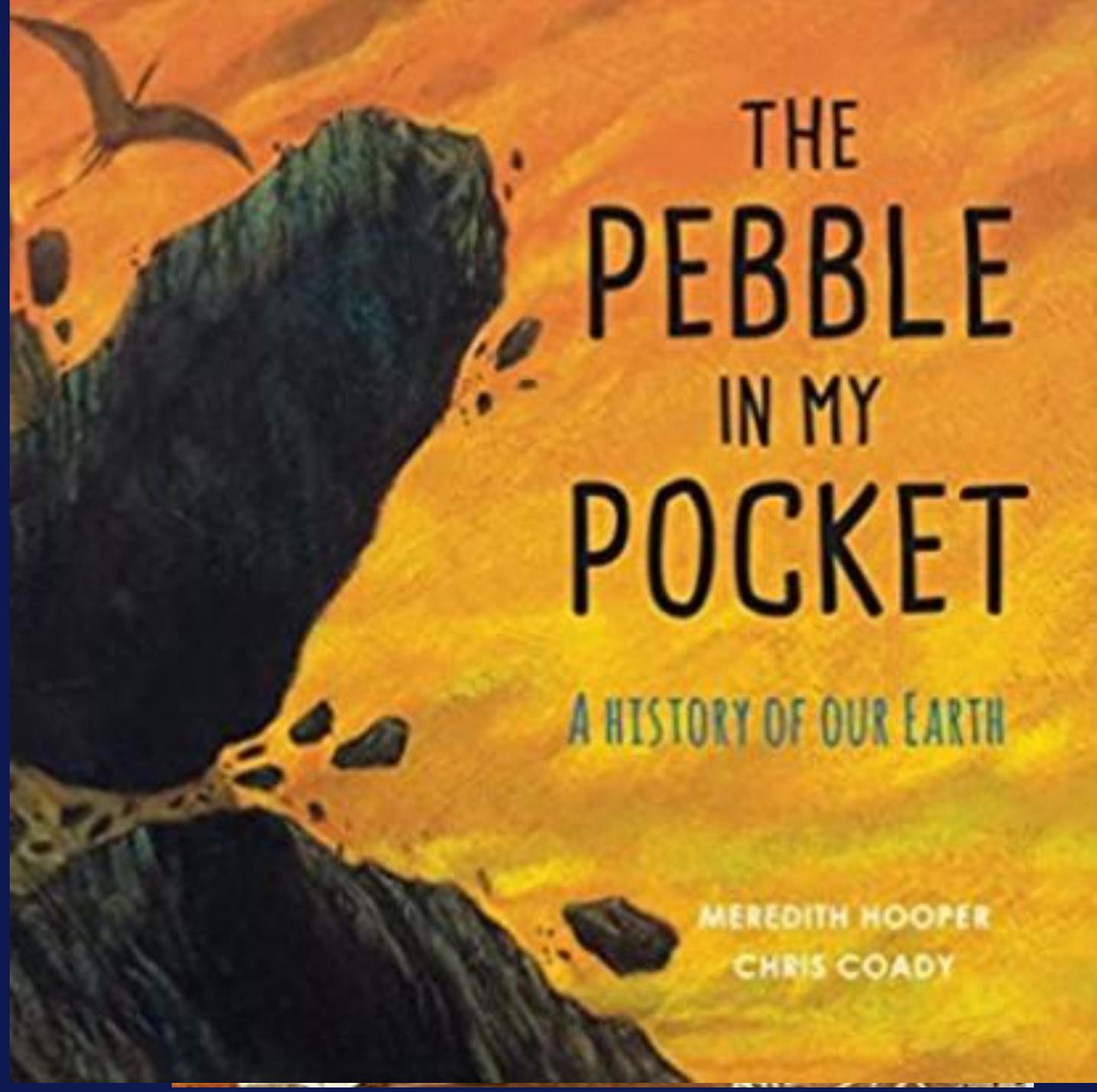
EYFS



Key Stage 1

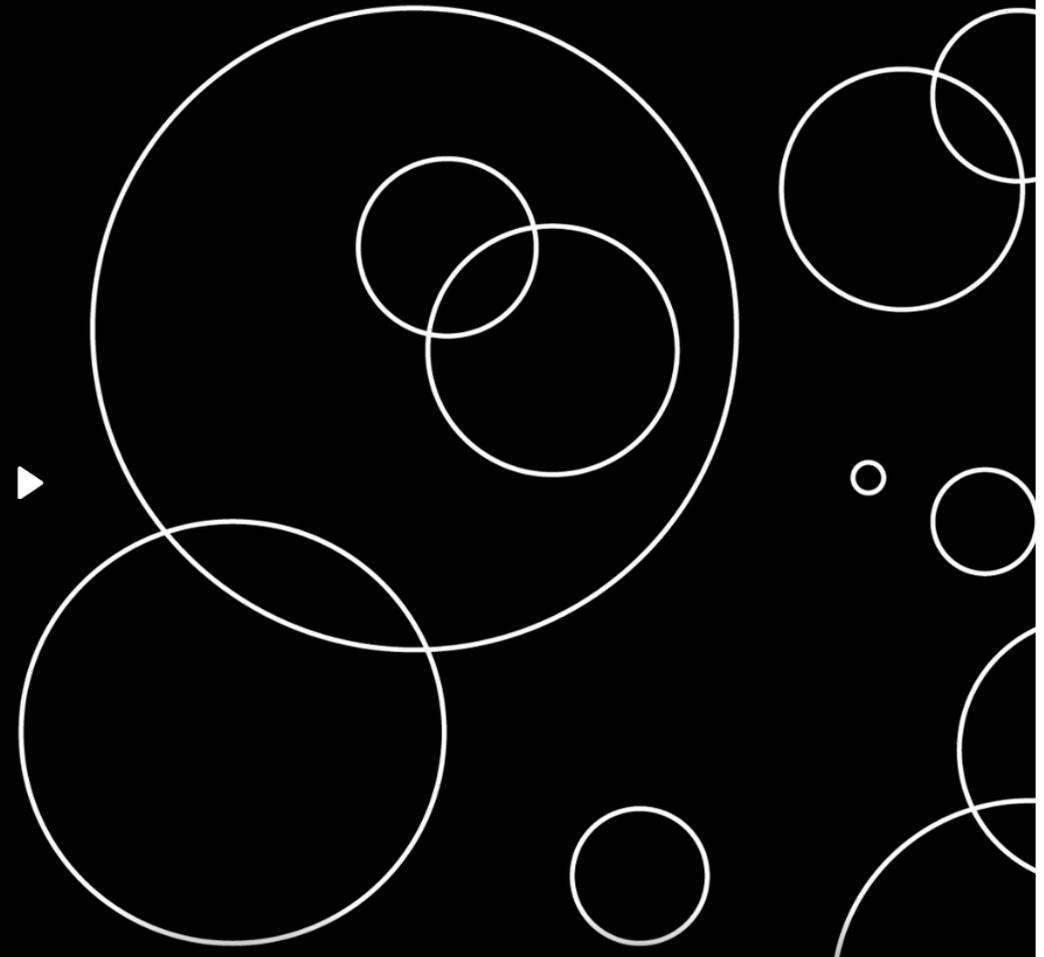


Key Stage 2



Stories in Primary Geography

Mary Myatt



00:00 / 52:04



BILL BRYSON

*A Short History of
Nearly Everything
is a witty, engaging
and well-informed guide*
THE TIMES

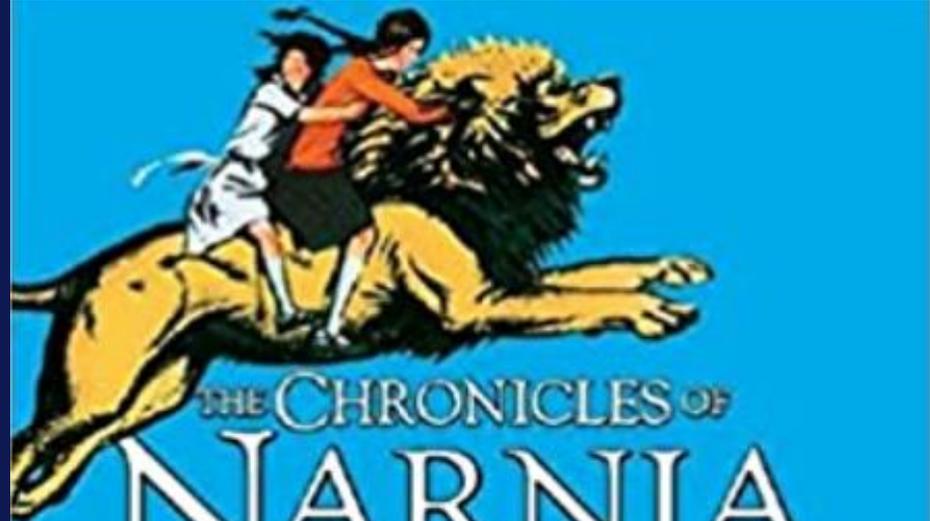
A REALLY SHORT HISTORY OF *Nearly* EVERYTHING

THE WONDERFUL BOOK
ABOUT BASICALLY
ALL OF IT



Illustrations by

DANIEL LONG & DAWN COOPER & JESÚS SOTÉS & KATIE PONDER



THE CHRONICLES OF
NARNIA
THE **LION,**
THE
WITCH
AND THE
WARDROBE

C.S.Lewis

BOOK 2



DAVID HOCKNEY
& MARTIN GAYFORD



A HISTORY
OF PICTURES
FOR CHILDREN

Thames & Hudson

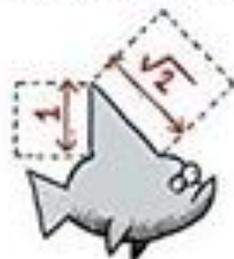
ILLUSTRATED BY Rose Blake

THE *SUNDAY TIMES* BESTSELLER
SHORTLISTED FOR THE BBC SAMUEL JOHNSON PRIZE

ALEX'S ADVENTURES IN NUMBERLAND

DISPATCHES FROM THE WONDERFUL WORLD
OF MATHEMATICS

'Original and
highly entertaining'
Sunday Times



'Will leave you
hooked on numbers'
Daily Telegraph

ALEX BELLOS

BLOOMSBURY

HIDDEN FIGURES

The True Story of Four Black Women
and the Space Race



by New York Times bestselling author
MARGOT LEE SHETTERLY
with WINIFRED CONKLING

Illustrated by
LAURA FREEMAN

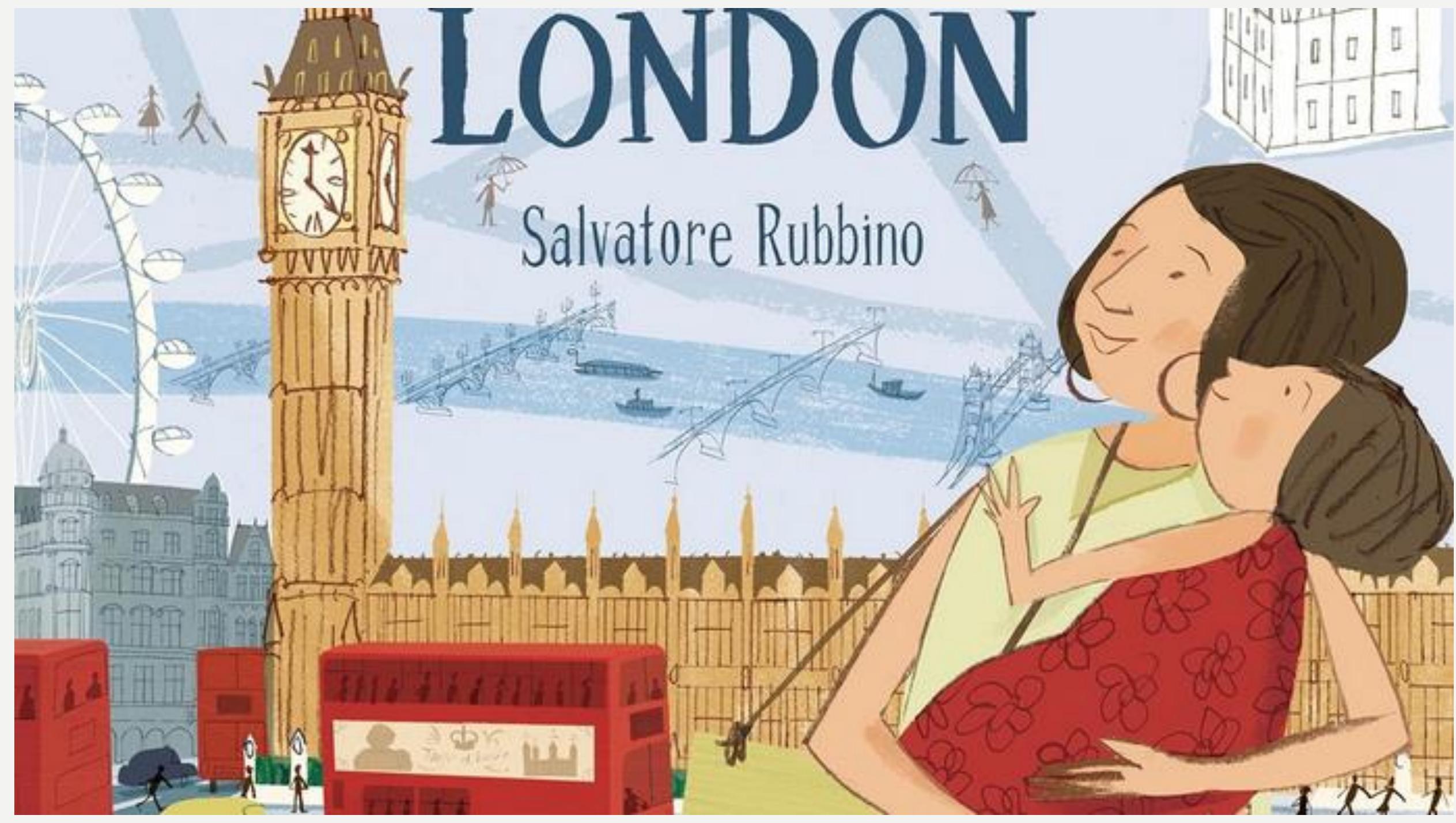


On A BEAM OF LIGHT

A Story of Albert Einstein by Jennifer Berne pictures by Vladimir Radunsky

LONDON

Salvatore Rubbino





Search



The Great Fire of London: Anniversary Edition

by Emma Adams & James Weston Lewis
illustrator

History Year Group 1 Key Stage 1



In 1666, London's citizens woke to see the skyline above their city's cramped wooden houses ablaze. Illustrated by James Weston Lewis, the events of November 1666 come to life, from the single smouldering coal that falls out of the baker's oven to the swirling clouds of ash that engulfed the city. As the pages turn, pupils witness London burning to the ground and then rebuilding.

Programme of Study

KS1 programme of study

Pupils should be taught about:

– events beyond living memory that are significant nationally or globally for example, the Great Fire of London.

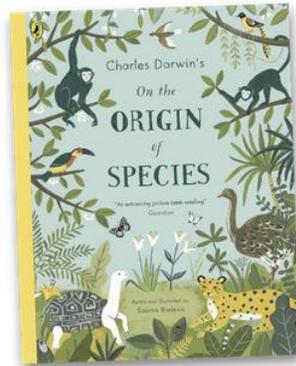
[Read more on POS website](#)

Resources

[Download template](#)



Search



On the Origin of Species

by Sabina Radeva

Science Key Stage 2



For most of history, people believed that everything in the world was created at once. But scientists started to challenge that idea and in 1859 Charles Darwin, a naturalist and biologist, wrote *On the Origin of Species* that revolutionised the way that we have understood evolution ever since.

Scientist and illustrator Sabina Radeva has recreated Darwin's most famous work with lovely pictures to help pupils learn about evolution. The book draws on Darwin's observations from his travels around the world and his explanation of how species form, develop, and change over hundreds of thousands of years.

Programme of Study

Year 6 programme of study Evolution and inheritance

Pupils should be taught to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.

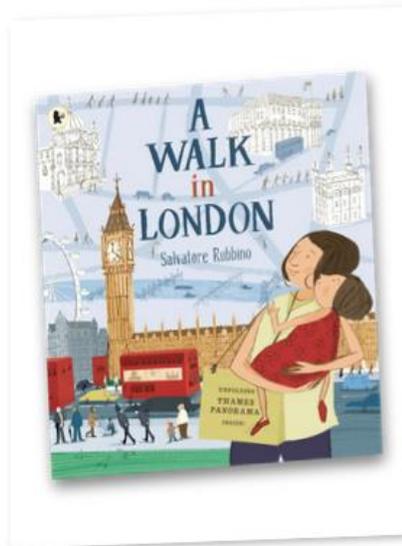
[Read more on POS website](#)

Download resources

[Download unit plan](#)



Search



A Walk in London

by Salvatore Rubbino

Geography Year Group 1 Key Stage 1



A young girl and her mother spend the day in London. They board a red bus and take a tour of some of London's landmarks: Trafalgar Square, St Paul's Cathedral, the Tower of London and Buckingham Palace.

Programme of Study

Key Stage 1 programme of study
Locational knowledge

Pupils should be taught to:

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

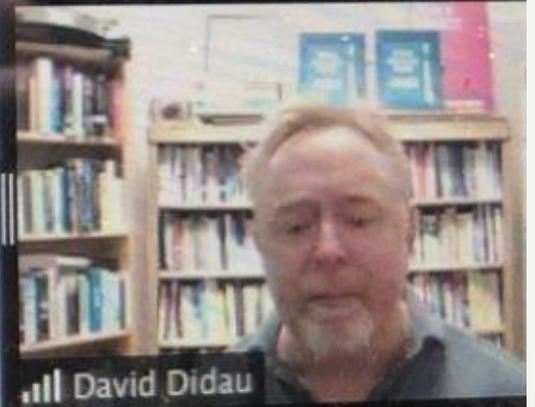
[Read more on POS website](#)

Resources

[Download template](#)

Reading aloud

- Students may 'hate reading' but they love stories
- When we read to students, fluency barriers disappear
- Is listening cheating?
- Reading comprehension is highly correlated with listening comprehension
- For difficult-to-understand texts, prosody can be a real aid to understanding
- Reading aloud is 'gap narrowing'.





Doug Lemov ✓

@Doug_Lemov



This is only my opinion but if you want to mitigate learning loss from the pandemic for your child (or any child) read aloud to or with them from a challenging & engaging book at or slightly above their comfort range for independent reading as much as you possibly can.

3:25 PM · Jan 10, 2021 · TweetDeck

660 Retweets **98** Quote Tweets **2.6K** Likes

Why stories matter

Big
picture



Complex
ideas



Enrich
vocab



Inclusive
for all

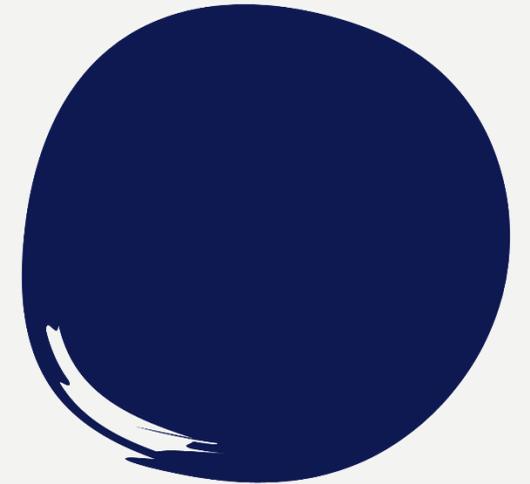
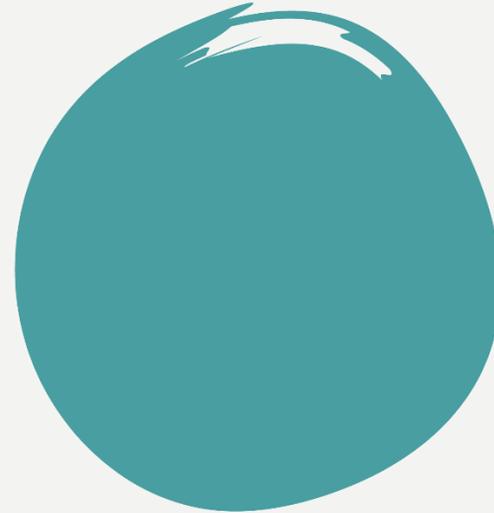
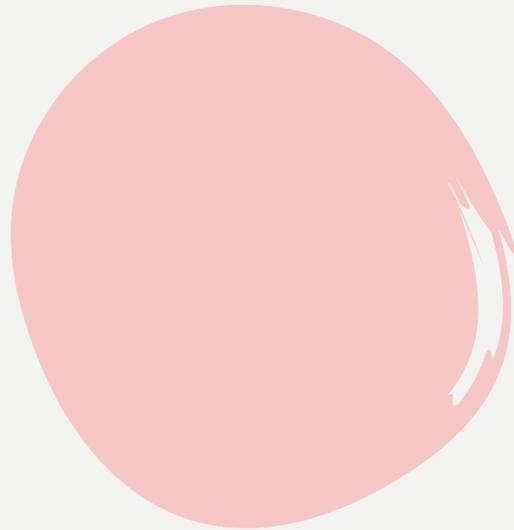


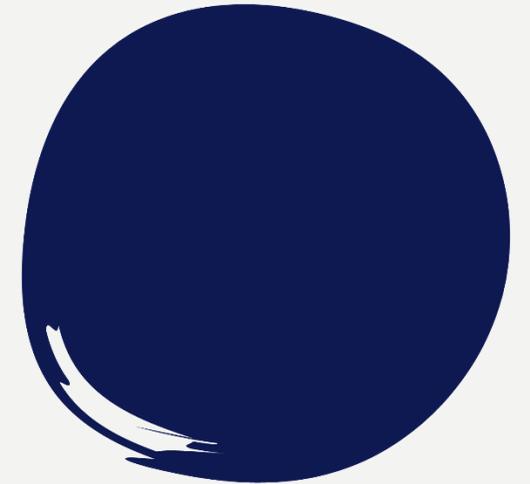
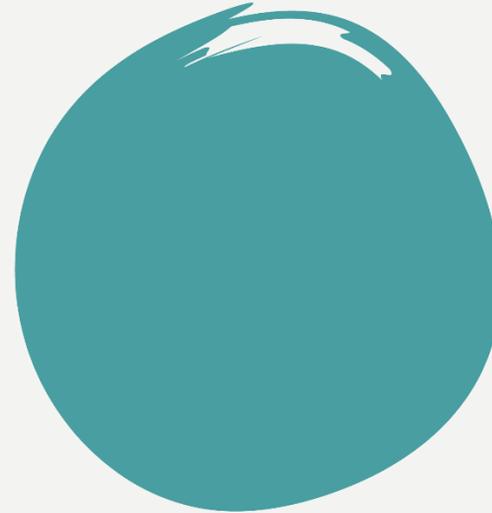
Intent

Implementation

impact





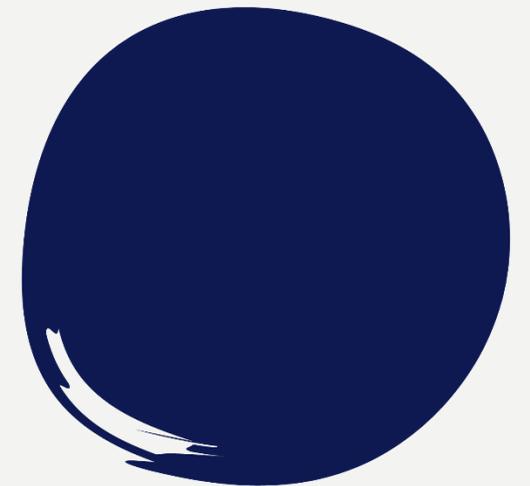




Good subject
knowledge

Appropriate
support

Help pupils
to understand key
concepts





Good subject
knowledge

Appropriate
support

Help pupils
to understand key
concepts

Discussion



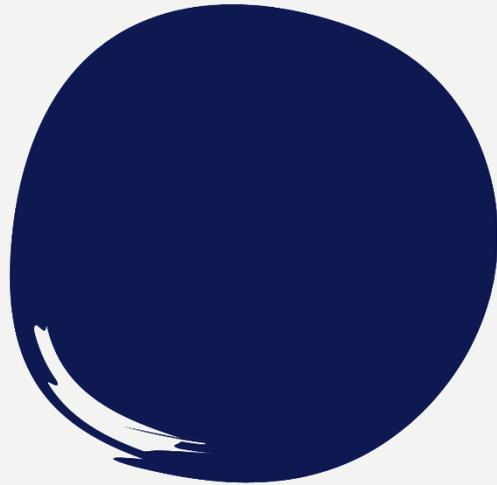
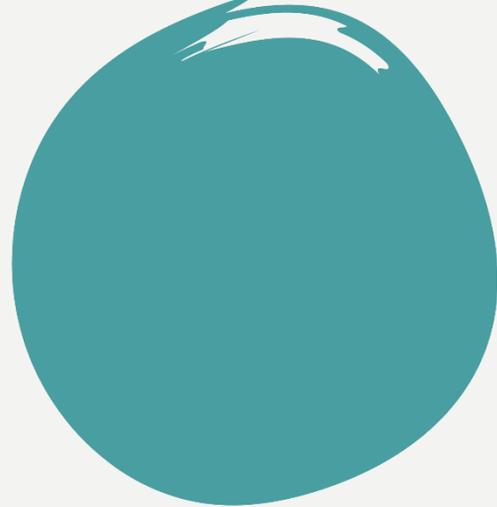
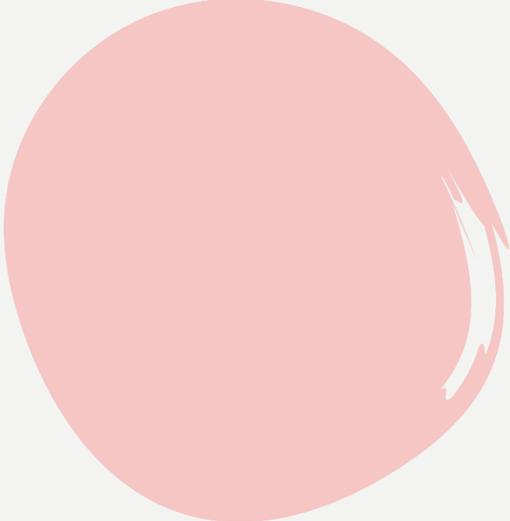
School 21 believes oracy -- the ability to speak well -- is one of the **biggest indicators of a child's success** later in life.

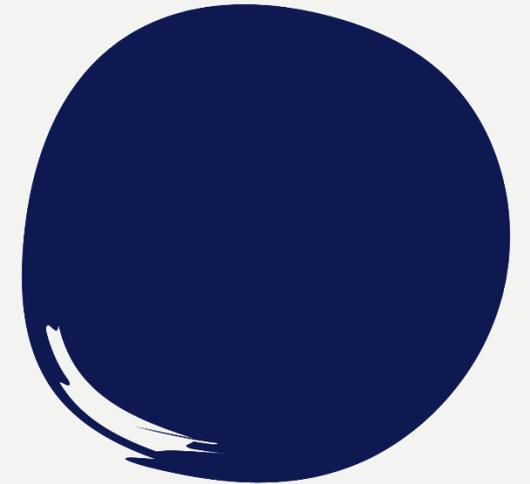
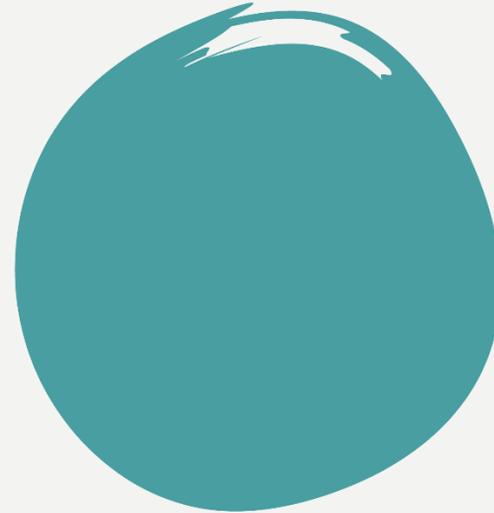
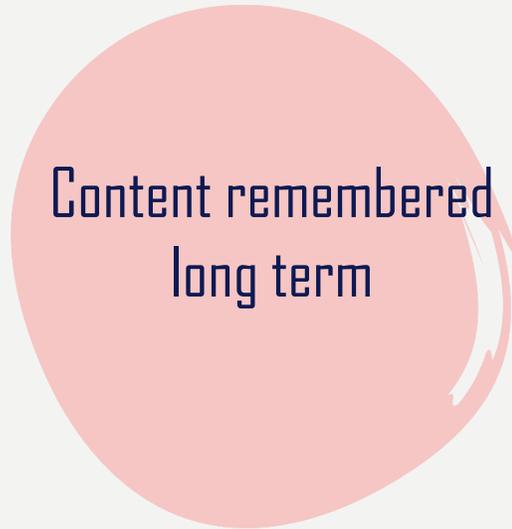


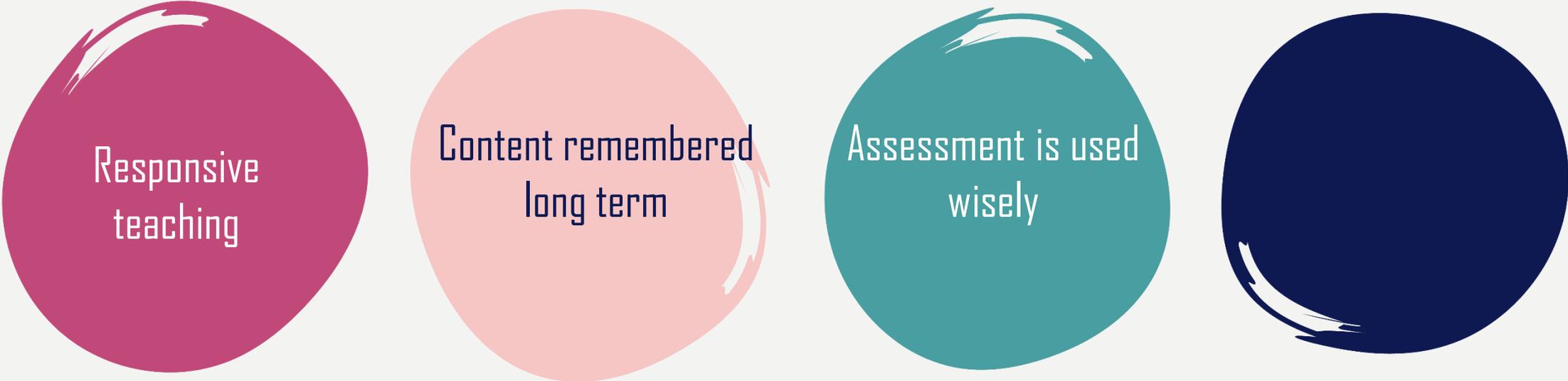
Writing floats on a sea of talk



James Britton



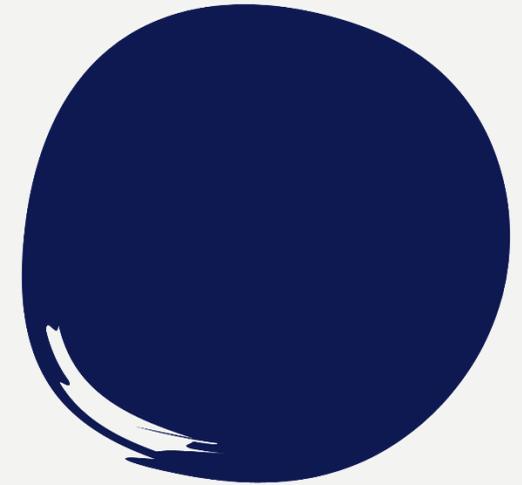


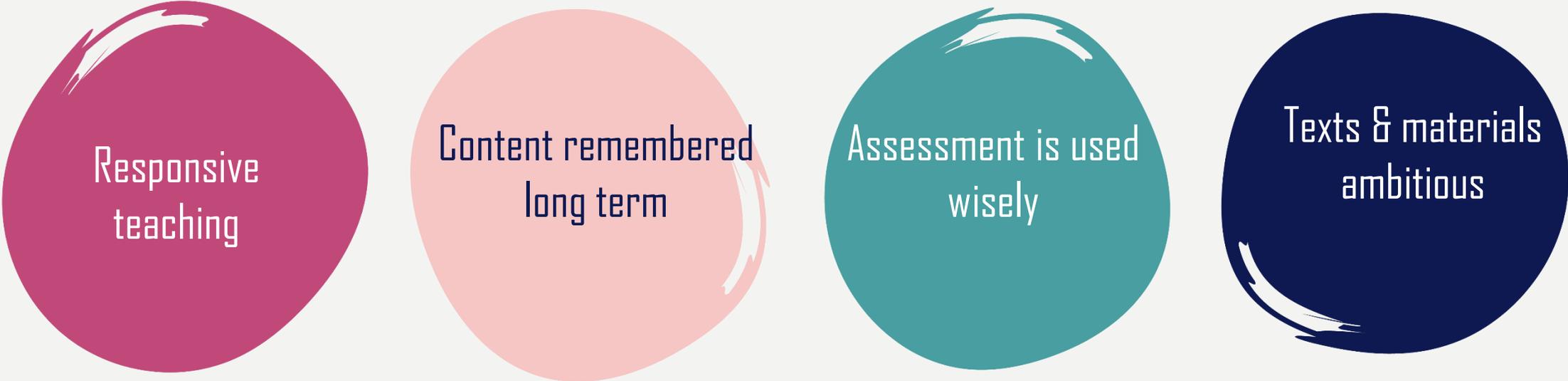


Responsive
teaching

Content remembered
long term

Assessment is used
wisely





Responsive
teaching

Content remembered
long term

Assessment is used
wisely

Texts & materials
ambitious

What adds
greatest value?



Principles of implementation







Privilege thinking



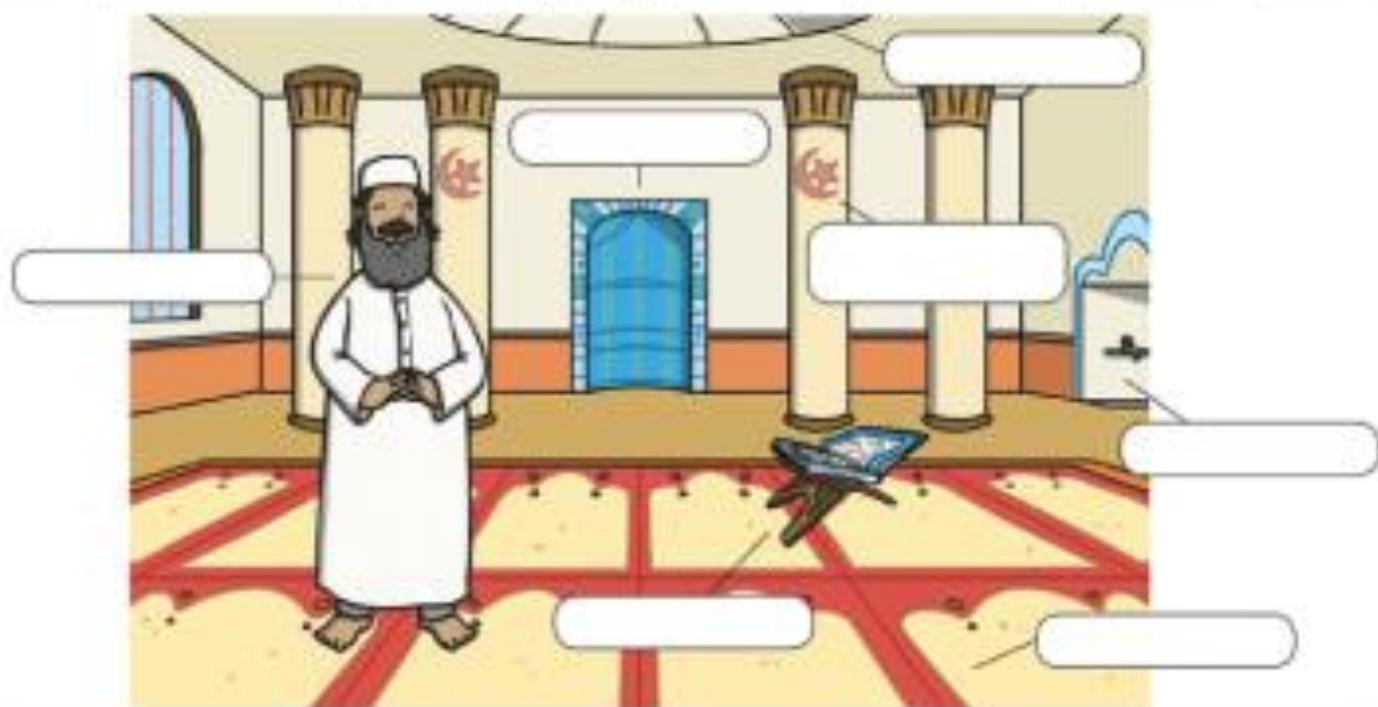
Lead to mastery



Beautiful

Places of Worship: Mosque

Prayer mat	Qubba (Dome structure)	Mihrab (recess to indicate the direction of Mecca)	Wash room	Crescent moon and star	A Qur'an (Holy Book)	Imam
------------	---------------------------	--	-----------	---------------------------	-------------------------	------



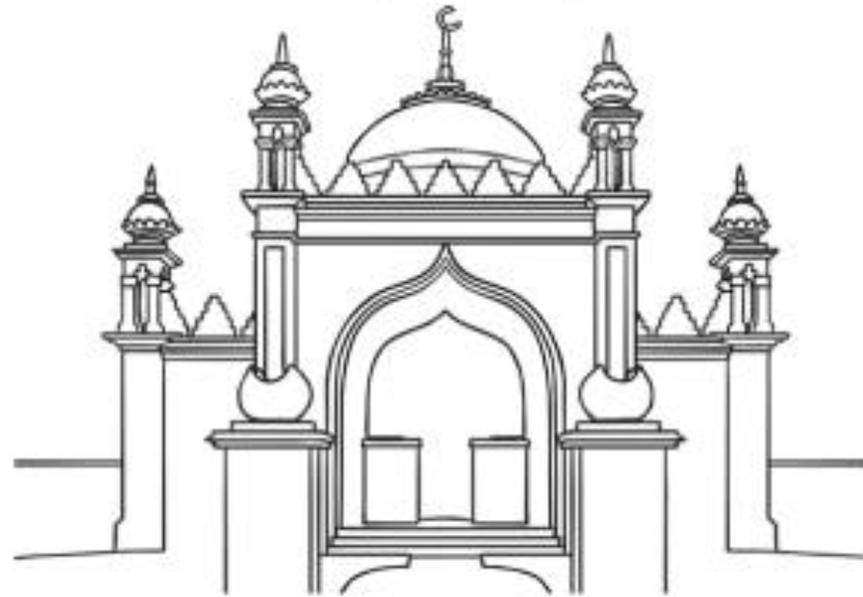
Mosque Answers

Wash room	Crescent moon and star	A Qur'an (Holy Book)	Imam
-----------	---------------------------	-------------------------	------



 I believe there are two mistakes on the sheet. The qibla, is the direction to Mecca and the mihrab is the place where the Imam stands to lead the prayer. The mihrab can also indicate the direction to Mecca. Kind Regards

Design a Mosque



TheInk®

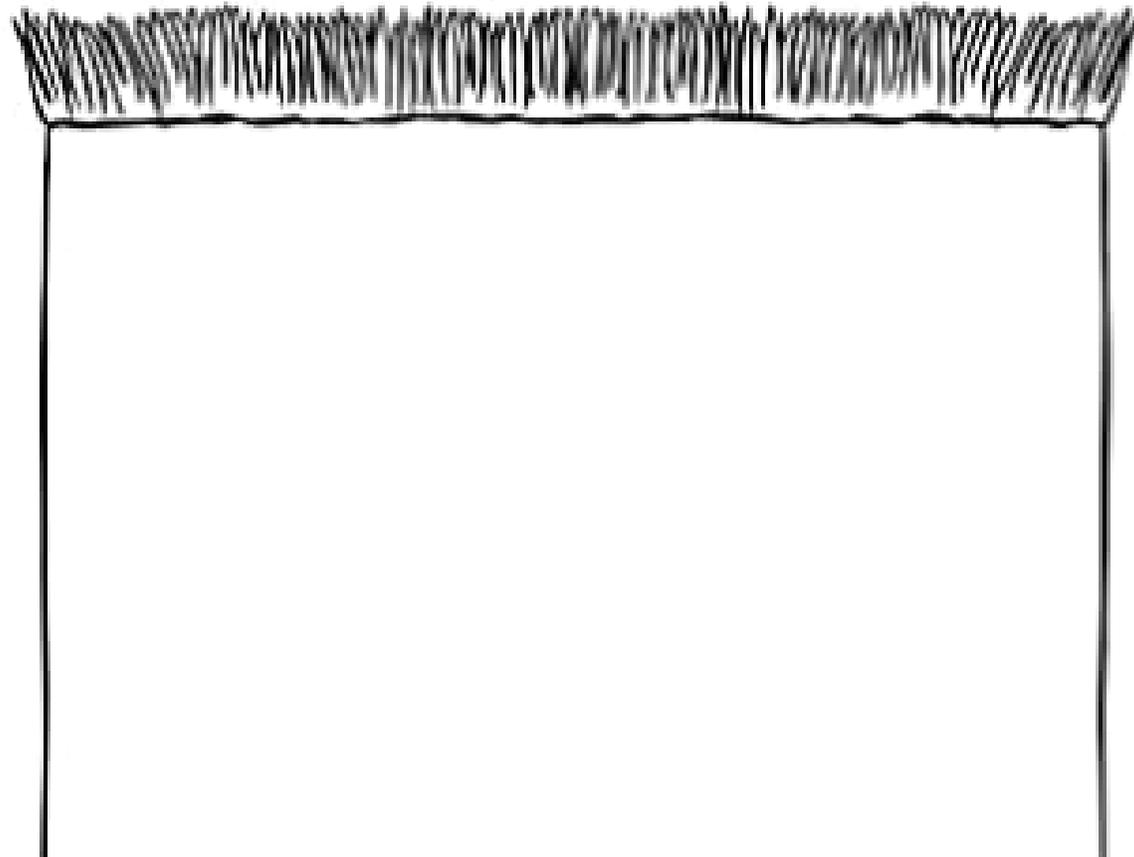
100% recycled paper

ink saving

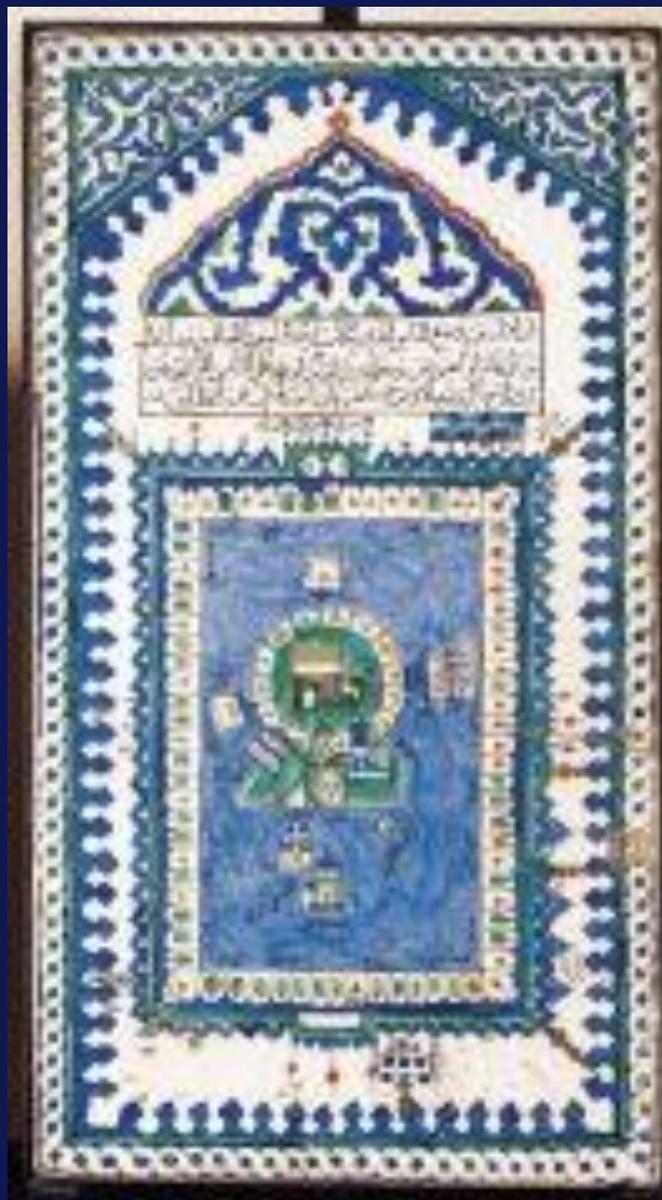
Eco

Design Your Own Prayer Mat

Include symbols to represent people or things that are important to you.

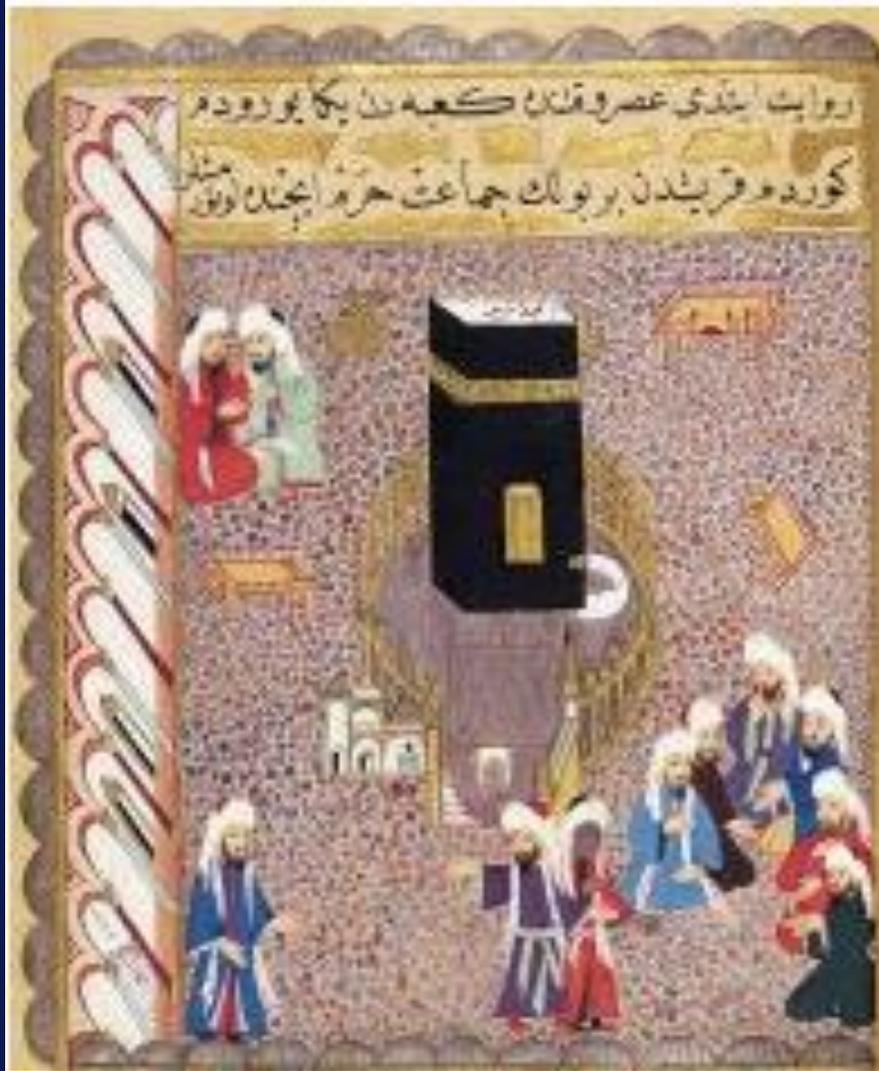








روایت استدی عصر وقتان کعبه دن بگا بود و در
گورده و قریب شدن بر بولک جماعت حرماً اینچند و تون









Authentic sources







Teaching History with 100 Objects

The British
Museum

A Greek goddess >

About the object

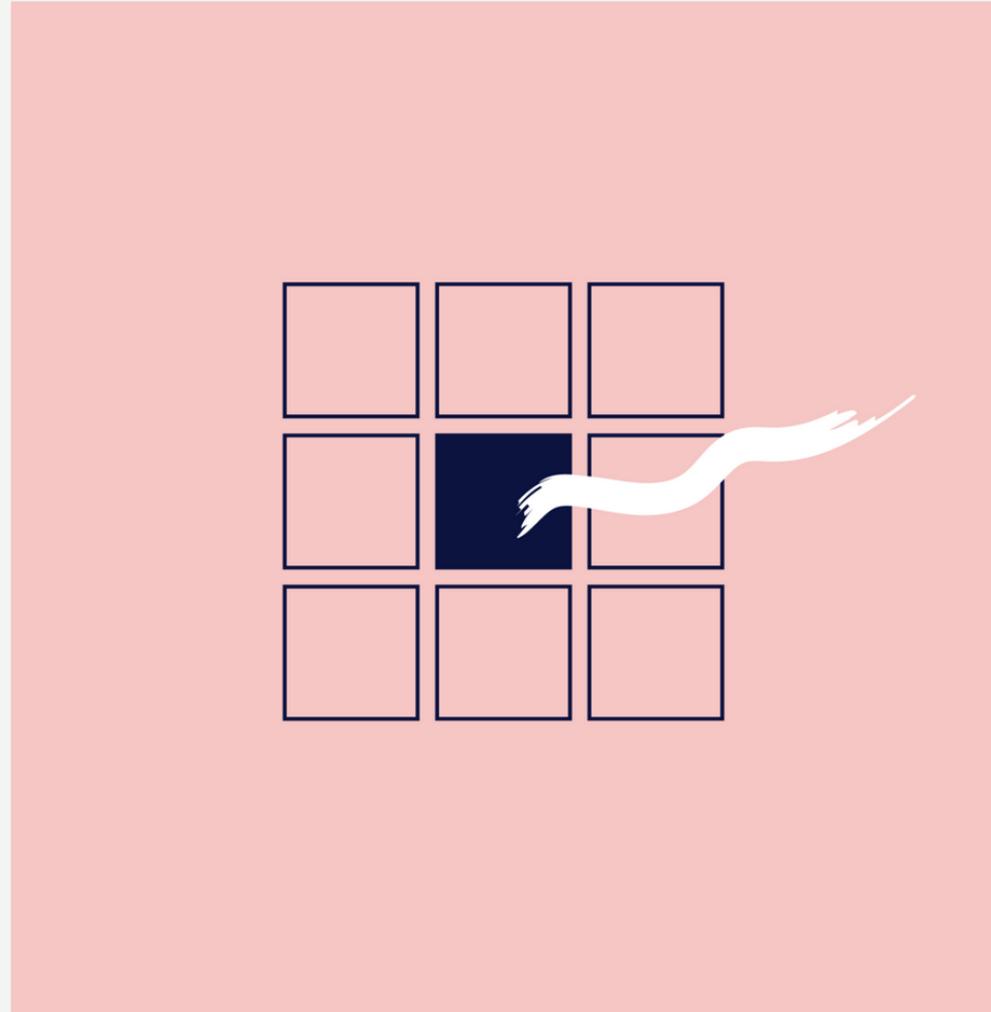
A bigger picture >

Teaching ideas >

For the classroom >

Subject Links

If you are looking for an overview of individual subjects in the national curriculum you can find some helpful commentary here.



[Subject Links](#)



Art & Design



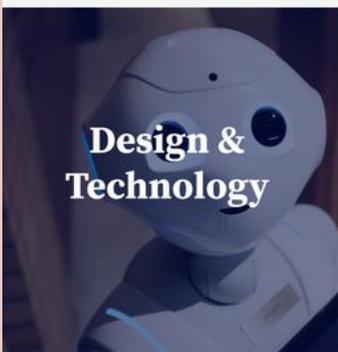
Computing



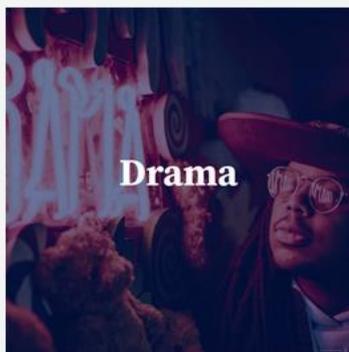
Citizenship



Dance



Design & Technology



Drama



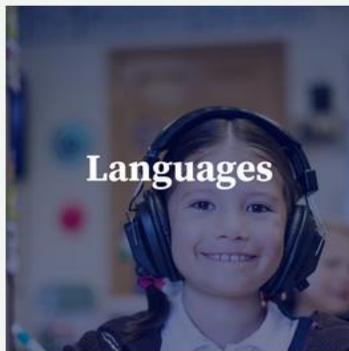
English



Geography



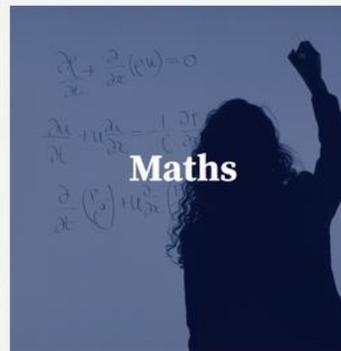
History



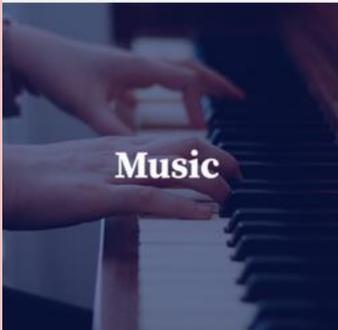
Languages



Leadership



Maths



Music



Physical Education



Religious Education



Science

Intent

Implementation

Impact



Evidence of impact



Rethink progress



Validity and reliability





Pupils knowing more
and
remembering more
and
being able to do more



School Inspection handbook



The curriculum
is
the progression model



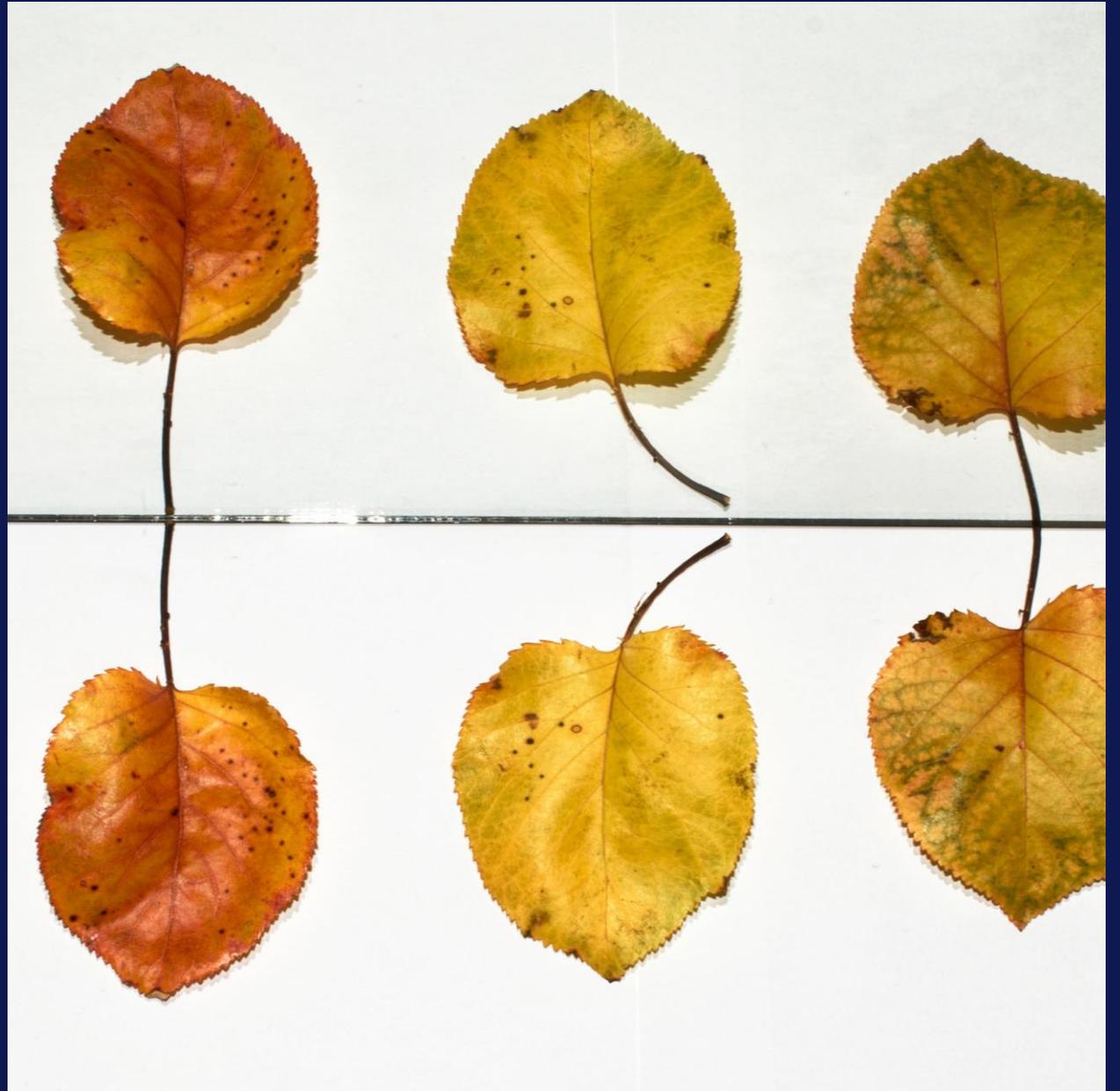


What pupils 'produce'



Tim Oates

What might pupils
produce?





Comparative judgement

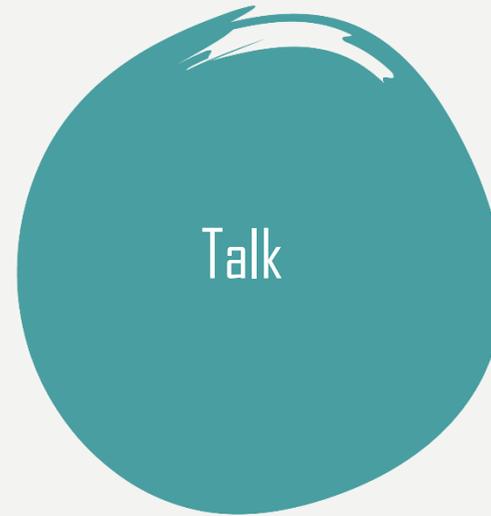


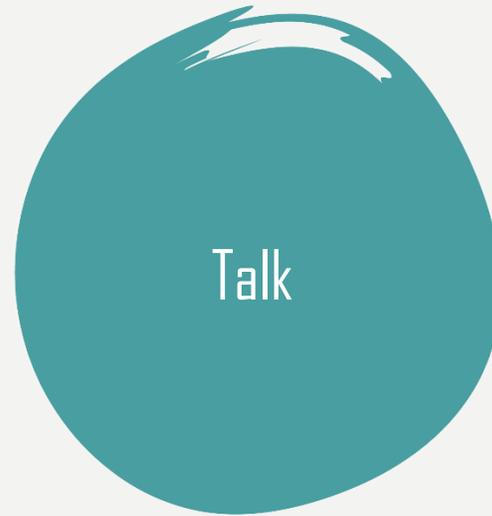
Comparative
Judgement



**No More
Marking**

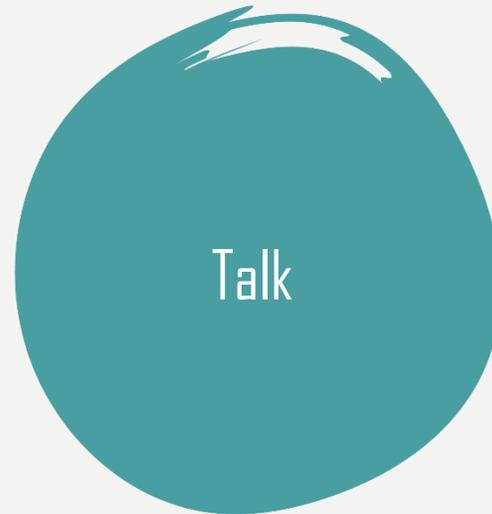






Standardised assessments





Double page spreads

North Ormsby Academy
@PaulWat5

The image shows a hand-drawn double-page spread in a notebook. The left page is titled "Our Earth" and features a diagram of the Earth's internal layers. The diagram is a cross-section showing the following layers from the outside in: Crust (purple), Mantle (yellow), Outer Core (red), and Inner Core (dark red). Labels with lines pointing to each layer are: "Crust", "Mantle", "outer Core", and "Inner Core". To the left of the diagram is a small globe of the Earth. Below the diagram is a table with two columns: "Depth (how deep)" and "how hot (temperature)".

	Depth (how deep)	how hot (temperature)
Inner Core	5,160 km deep	6000°C (10,800°F)
Outer Core	2,890 km deep	4500°C (8,132°F)
Mantle	410 km deep	200°C (392°F)

The right page contains several hand-drawn illustrations and text. At the top right, there are four small panels showing different biomes: a desert with a cactus, a forest with trees, a savanna with a lion, and a snowy mountain range. Below these are three paragraphs of text describing different biomes:

Desert biome
The desert biome is a dry, sandy ecosystem that you don't see a lot of people. It has a low level of rainfall.

Savanna biome
The savanna biome covers 20% of the Earth's land and is a mix of grass and trees.

Fresh Water
An area with a large amount of trees and soil creates...

Grassland biome
The grassland biome is a wide open plain with some of the world's most important animals. Large animals...

At the bottom right of the right page, there is a small globe with a green section labeled "land" and a blue section labeled "water". Next to it is the text: "75% of the earth is water".



Paul Watson @PaulWat5 · Feb 11

Our next topic is Our Earth, which enables us the opportunity to revisit, recall and relearn many of geographical content from the Explorers topic.

Our Earth

Desert Biome
The desert biome is a dry, sandy ecosystem that you do not find a lot of rainfall.

Forest Biome
An area with a large amount of trees and soil creates.

Grassland Biome
The grassland biome is a wide, open plain with one of the world's most diverse animal species.

79% of the earth is water.

Layer	Depth (how deep)	How hot? (temperature)
Inner Core	3 160 KM deep	6000°C (10,800°F)
Outer Core	2,890 KM deep	4500°C (8,132°F)
Mantle	470 KM deep	200°C (392°F)
Crust	35 KM deep	500°C (930°F)

Our Earth

Desert Biome
The desert biome is a dry, sandy ecosystem that you do not find a lot of rainfall.

Forest Biome
An area with a large amount of trees and soil creates.

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The grassland biome is a wide, open plain with one of the world's most diverse animal species.

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Mantle	470 KM deep	200°C (392°F)
Crust	35 KM deep	500°C (930°F)

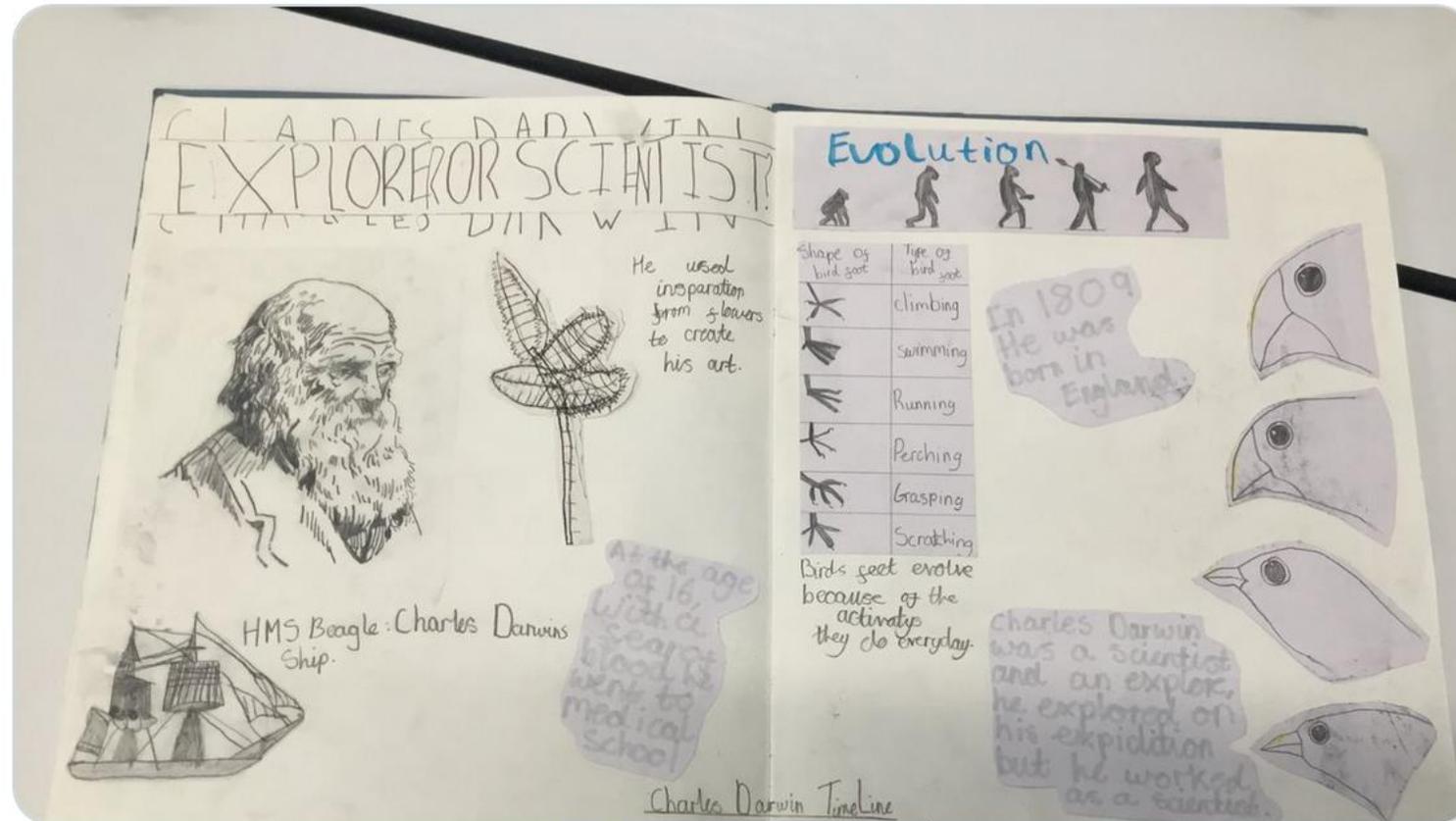


Paul Watson @PaulWat5 · Feb 11

Curriculum Thread:

In autumn we combined history and geography as an Explorers 'topic'. We even touched on science through evolution.

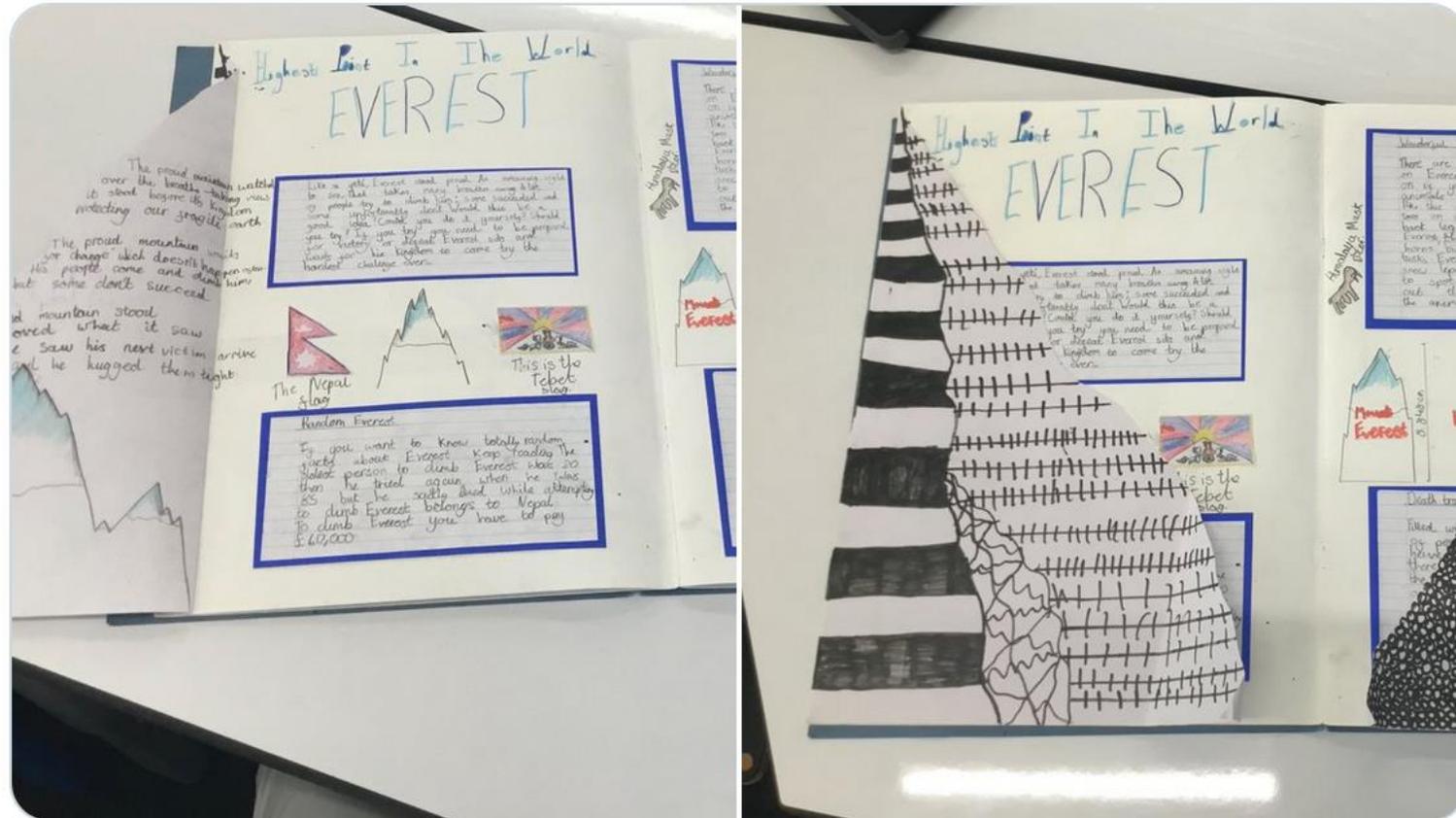
Skills such as chronological ordering were consistently applied; in this case a life timeline.





Paul Watson @PaulWat5 · Feb 11

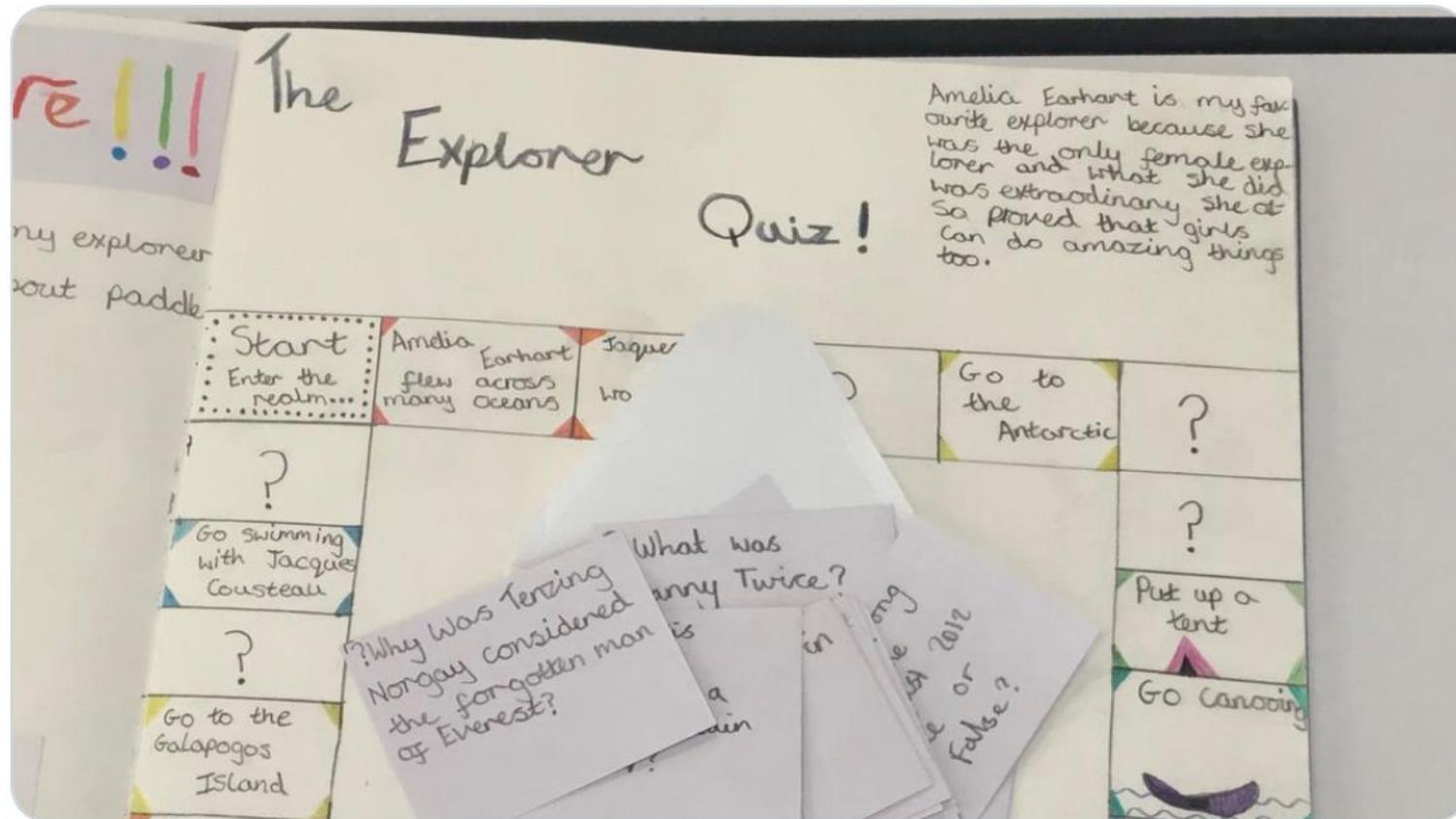
These pages show how design and content combine. With mountain sizes, poetry, non-chrono reports being just some of the work that was developed before we had a focus on the actual men who climbed Everest.





Paul Watson @PaulWat5 · Feb 11

We end a topic by creating a quiz based on the knowledge explored. The questions are tiered so for example 'Why was Tenzing Norgay considered the forgotten man of Everest?' is a question with real depth to provide a recall of content beyond that of basic facts.

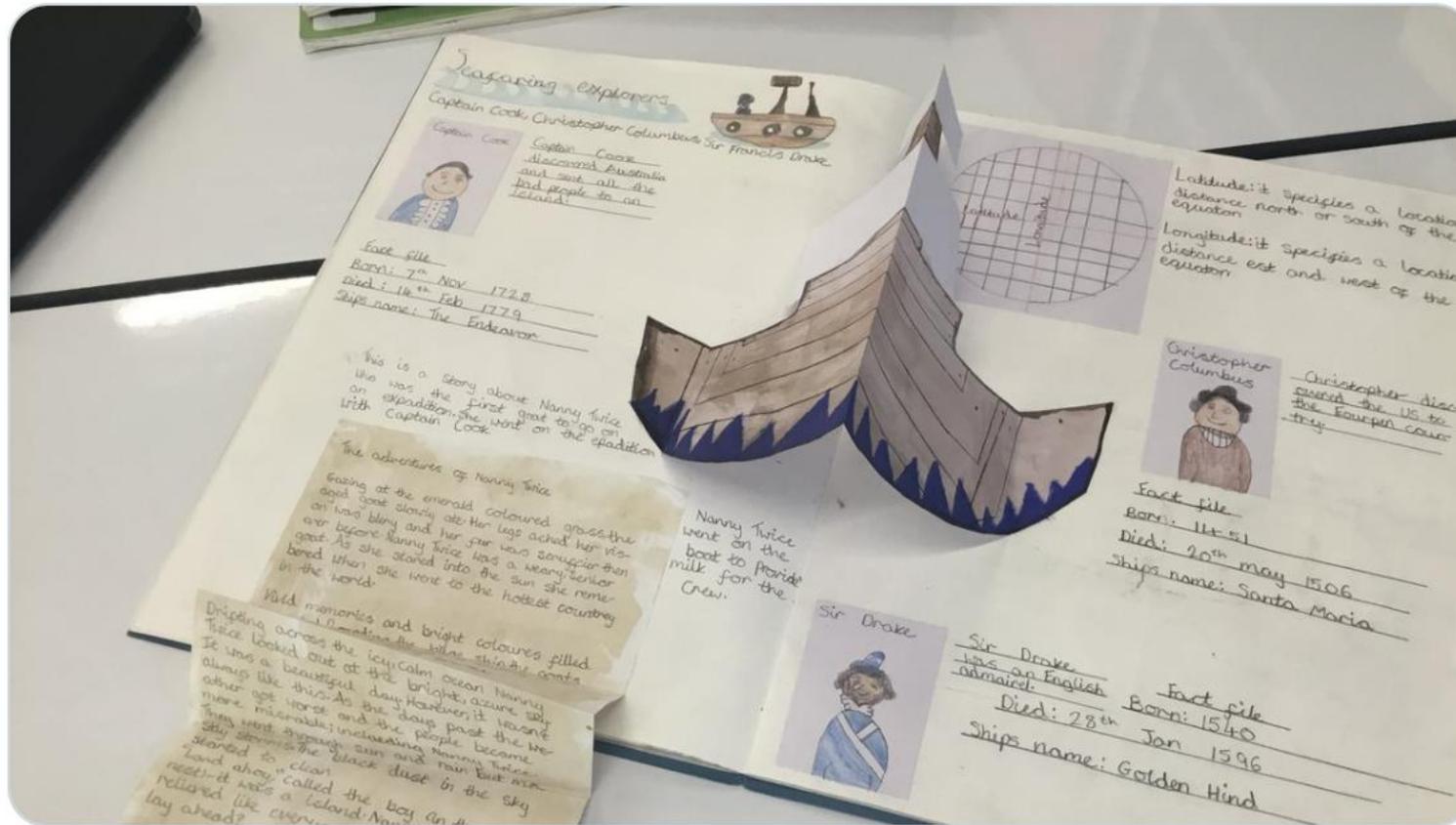




Paul Watson @PaulWat5 · Feb 11

Replying to @PaulWat5

DT skills are developed constantly as the learners need to be able to mark, cut and fix materials to create their pop-ups.



Double page spreads

Paul Watson



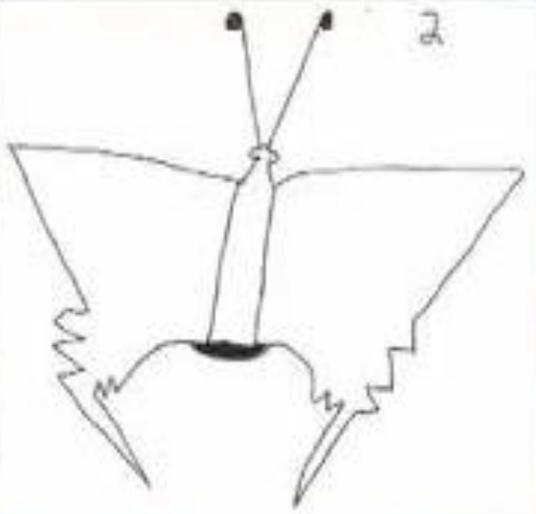
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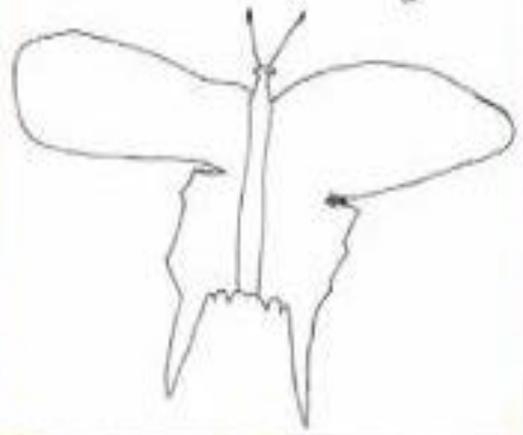
Austin 9-3-02



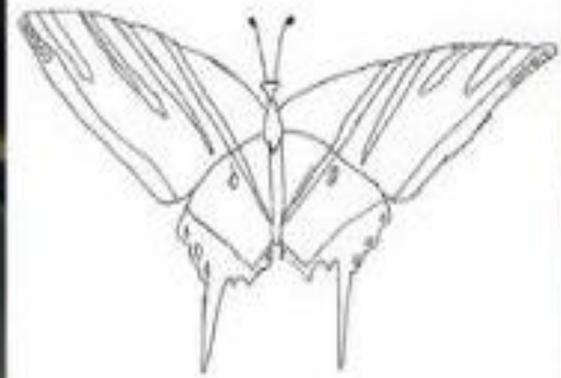
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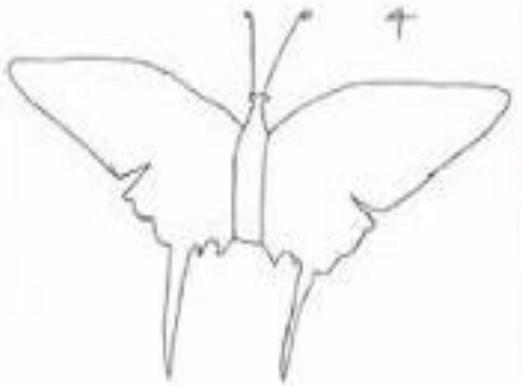
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5



+





Pupils knowing more
and
remembering more
and
being able to do more



School Inspection handbook

A dramatic sunset over a vast body of water. The sky is filled with vibrant, colorful clouds in shades of orange, red, yellow, and green. The water below is a deep blue, reflecting the colors of the sky. A dark horizontal band runs across the middle of the image, containing the text "An allegory" in white. The overall mood is serene and contemplative.

An allegory



The Allegory of the Guitar

Introducing meaningful assessment without levels for learners with complex needs

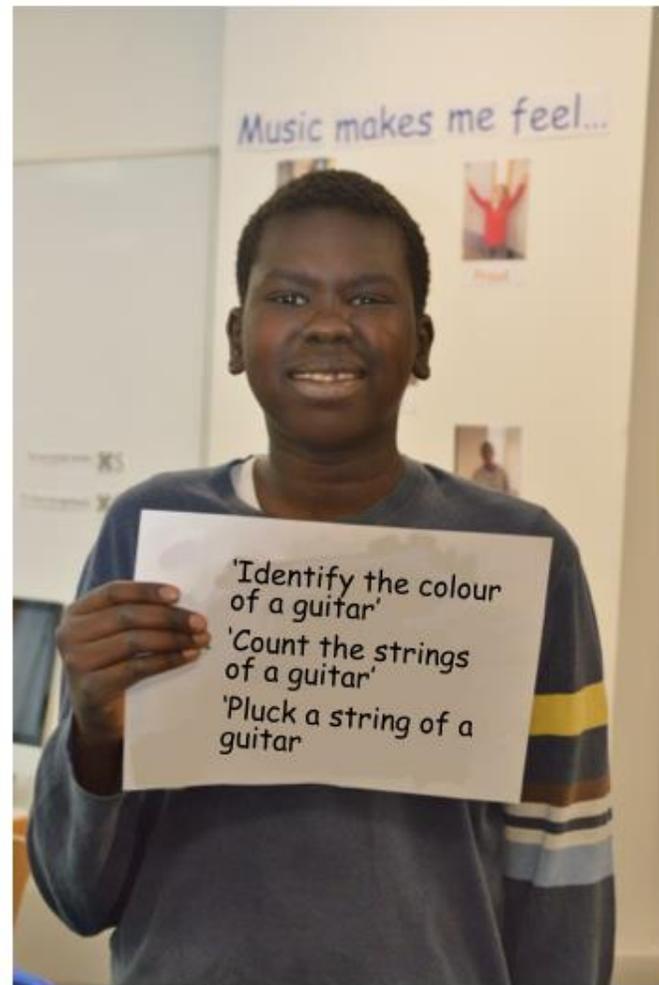


'Learner A'



'Learner B'

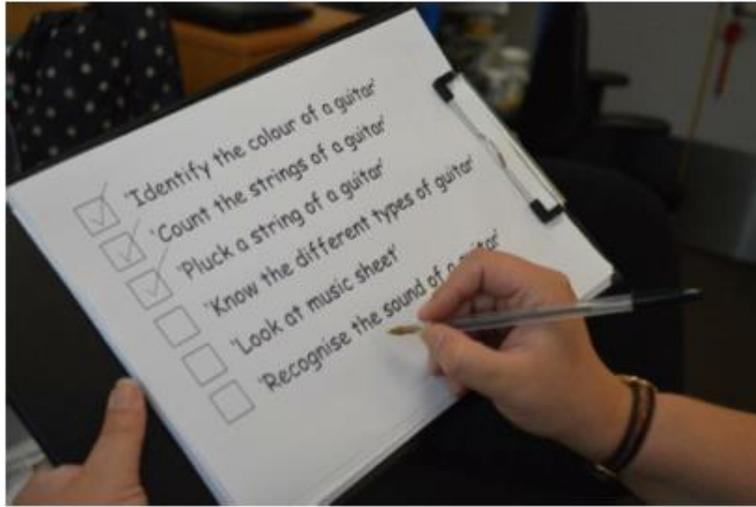
*'Learner A' and 'Learner B' wanted to become musicians.



'Learner A' was given a 12-page list of "outcomes" which were related in some way to playing the guitar.

'Teacher A' ticked each outcome off upon being "met", one-by-one:

- ✓ 'Identifies the colour of a guitar'
- ✓ 'Counts the strings of a guitar'
- ✓ 'Plucks a string of a guitar'



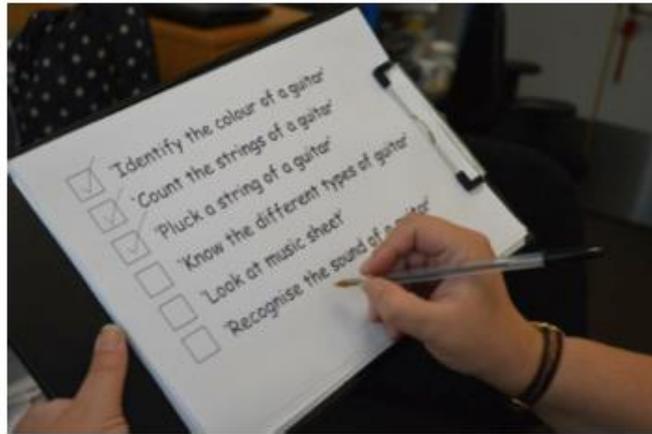
Over time, 'Learner A' had met most of the outcomes on the first 8 pages of the list.

On occasions, 'Teacher A' would happily use the list to show the impact of her lessons, and how successfully 'Learner A' had reached "higher levels".

After several years, 'The Visitor' walked into the classroom and asked 'Learner A' to play the guitar.

'The Visitor' was promptly told by everyone in the room, that this was not possible as playing the guitar was something that 'Learner A' had never attempted before!





'The Visitor' then looked through the 12-page list of outcomes. By this point, almost all of them had been ticked.

Teacher A' explained that this was because 'Learner A' had "met" them:

"He's now working at a higher level" she proudly said to 'The Visitor'



'The Visitor' then proceeded to ask 'Learner A' questions related to the very first outcome, which had been ticked some time ago: "What colour is your guitar, my friend?" he asked. Learner A was not able to answer.



With 'Teacher B', 'Learner B' was set the learning intention '*I will perform in front of a live audience*'.

The first time 'Learner B' tried to do this, he nervously shook a tambourine and sung alongside 'Teacher B', who played the guitar.



He then learnt to join in by slowly strumming a guitar, with support from one of his friends.

Over several years, he learnt some simple chords and tunes, and became more comfortable with bigger and less familiar audiences.



Each term, his learning intention was adjusted to enable greater mastery. After several years, 'The Visitor' walked into the classroom to the sound of 'Learner B' rehearsing his own guitar composition, using 2-3 chords, making only a few technical errors.

"Isn't this beautiful" he smiled and turned to Teacher B
"Music to my ears!"

Curriculum impact - live webinar

Thursday 15th April
16:00 - 17:30

Jamie Pembroke and
Mary Myatt



What can we cut?



Who is it for?



Trade offs



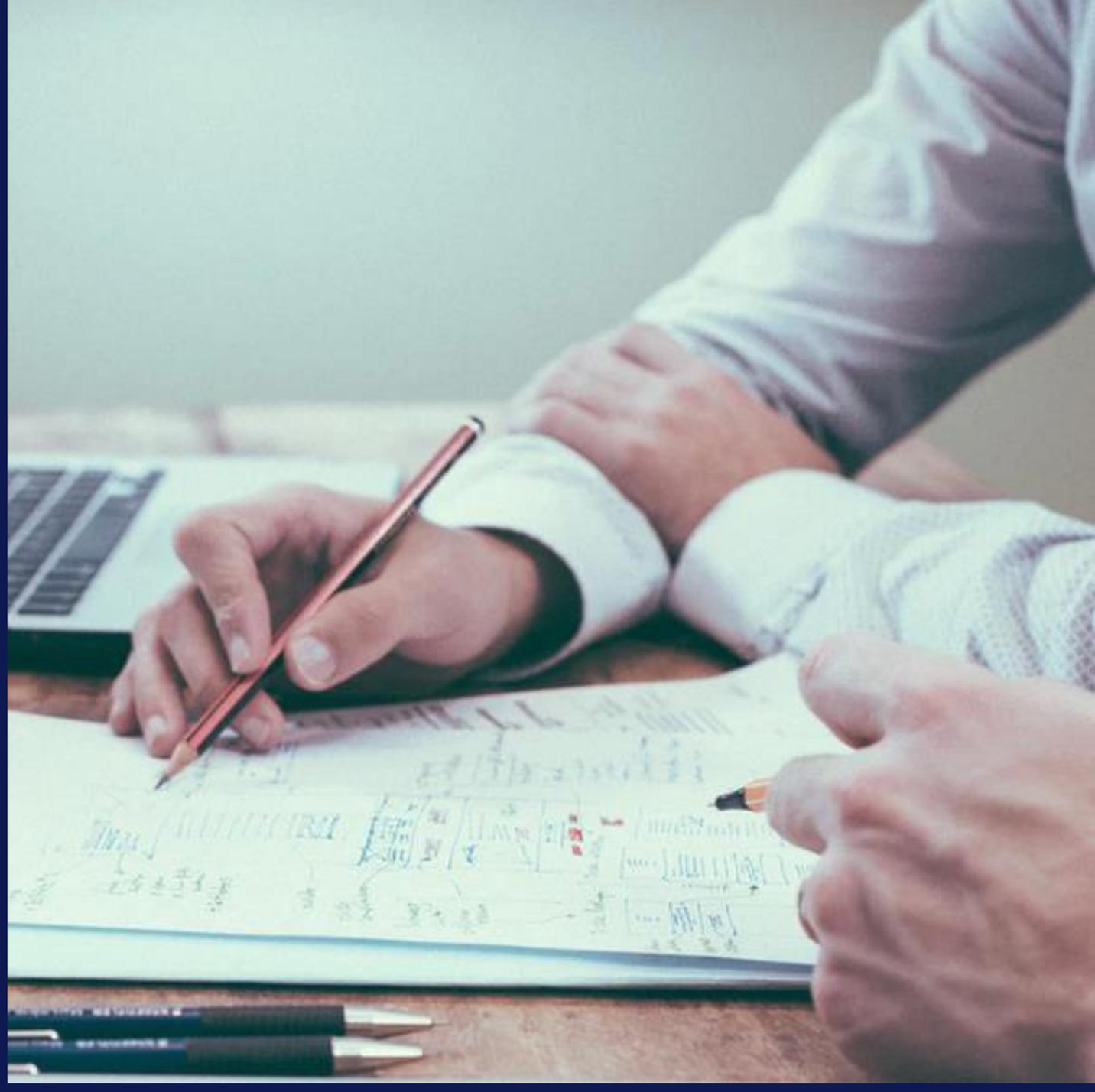
Meetings



Opportunity for professional learning



Marking





I once estimated that, if you price teachers' time appropriately, in England we spend about two and a half billion pounds a year on feedback and it has almost no discernible difference on student achievement.

Marking is the most expensive public relations exercise in history



Dylan Wiliam

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	

What adds greatest
value?





Primary Subject Networks: RE

Monday 23rd May

Daniel Martin

RE - Monday 23rd May 16:00 – 17:30

A chance to hear the latest news in RE with Daniel Martin

[Get Access](#)



Primary Subject Networks: Computing

Matt Moore

Computing - Thursday 26th May 16:00 – 17:30

A chance to hear the latest news in Computing with Matt Moore

[Get Access](#)



Primary Subject Networks: Music

Thursday 23rd June

Nick Sermon

Music - Thursday 23rd June 16:00 – 17:30

A chance to hear the latest news in Music with Nick Sermon

[Get Access](#)



Primary Subject Networks: PSHE

Tuesday 28th June

Emmanuel Awoyelu

PSHE - Tuesday 28th June 16:00 – 17:30

A chance to hear the latest news in PSHE with Emmanuel Awoyelu

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Primary Subject Networks: Music

Thursday 23rd June

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Primary Subject Networks: PSHE

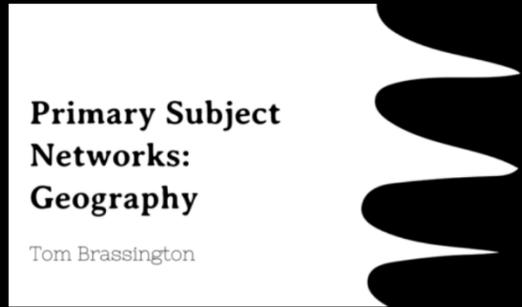
Tuesday 28th June

Emmanuel Awoyelu

PSHE - Tuesday 28th June 16:00 – 17:30

A chance to hear the latest news in PSHE with Emmanuel Awoyelu

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Primary Subject Networks: Geography

Tom Brassington

Geography - Tuesday 5th July 16:00 – 17:30

A chance to hear the latest news in Geography with Tom Brassington

[Get Access](#)



Primary Subject Networks: History

Mr T does History

History - Monday 11th July 16:00 – 17:30

A chance to hear the latest news in History with Mr T does History

[Get Access](#)

Curriculum 101

Well hello there, and welcome to update #001!



Mary Myatt
Sep 3

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♡ 10



Thank you for signing up and this is a flavour of what you can expect:

- A light touch, running commentary on interesting material to support your work on the curriculum
- Ideas for you to share with colleagues on making the curriculum deep and purposeful for all your pupils
- Links to podcasts, blogs and recordings that help refine the craft of creating a great curriculum

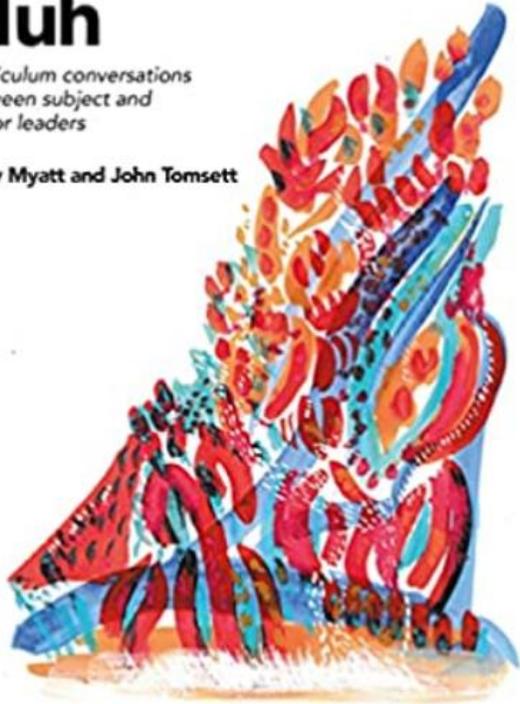
Work on the curriculum is a never-ending piece of professional development.

A JOHN CATT PUBLICATION

Huh

*Curriculum conversations
between subject and
senior leaders*

Mary Myatt and John Tomsett



A JOHN CATT PUBLICATION

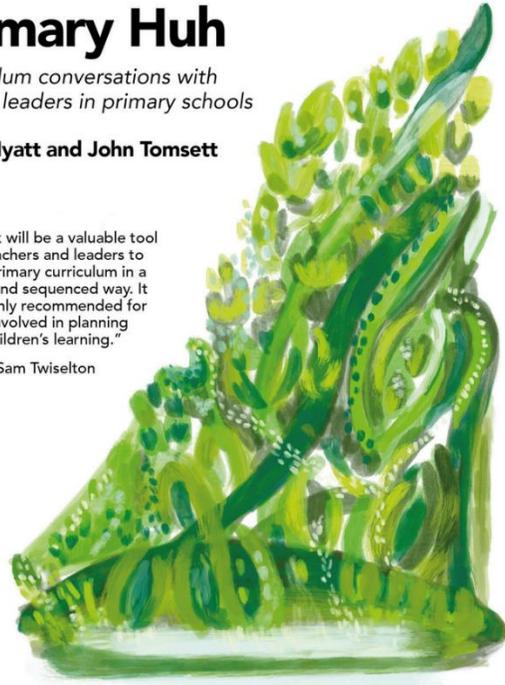
Primary Huh

*Curriculum conversations with
subject leaders in primary schools*

Mary Myatt and John Tomsett

"This book will be a valuable tool
to help teachers and leaders to
plan the primary curriculum in a
coherent and sequenced way. It
is thoroughly recommended for
all those involved in planning
primary children's learning."

Professor Sam Twiselton



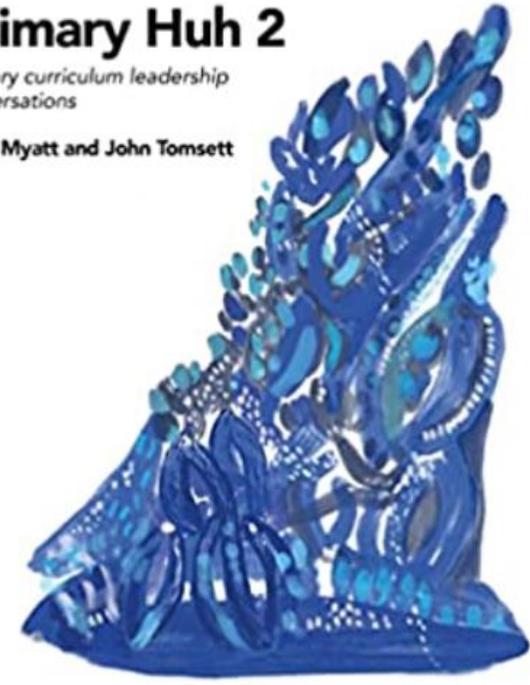
Based upon conversations with 21 primary school subject leaders,
supported by Rachel Higginson, Lekha Sharma and Emma Turner

A JOHN CATT PUBLICATION

Primary Huh 2

*Primary curriculum leadership
conversations*

Mary Myatt and John Tomsett



Based upon conversations with primary school curriculum senior leaders,
supported by Rachel Higginson, Lekha Sharma and Emma Turner

Humans first
Professionals second



Curriculum Leadership Conference

A great curriculum for all our pupils

30 September 2022



Mary Myatt





**EDUCATION
LEARNING
TRUST**

COLLABORATE - EMPOWER - ACHIEVE

aspe
Association for the
Study of Primary Education

>>> National Conference >>>

This Education Learning Trust conference is sponsored by the
Association for the Study of Primary Education (ASPE).

Curriculum Leadership

Friday 30 September 2022