

New Curriculum – New Opportunities

Two angles – 2 lenses

Curriculum design and Sustainability

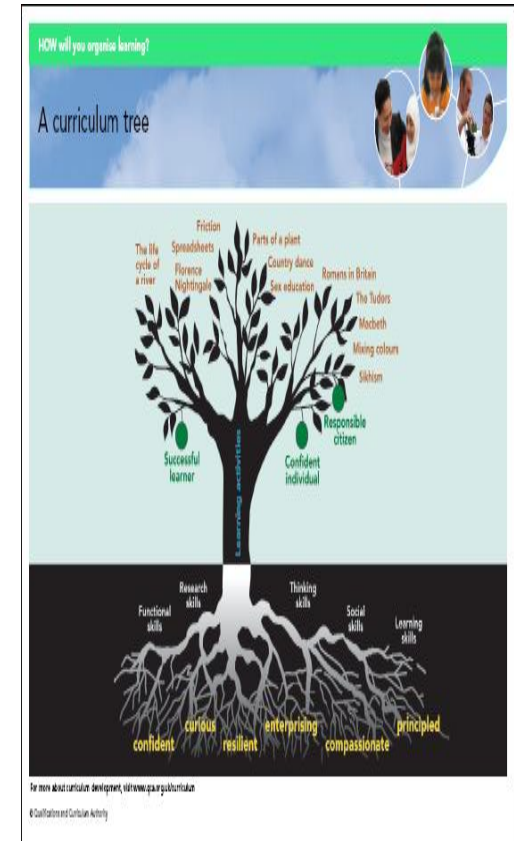
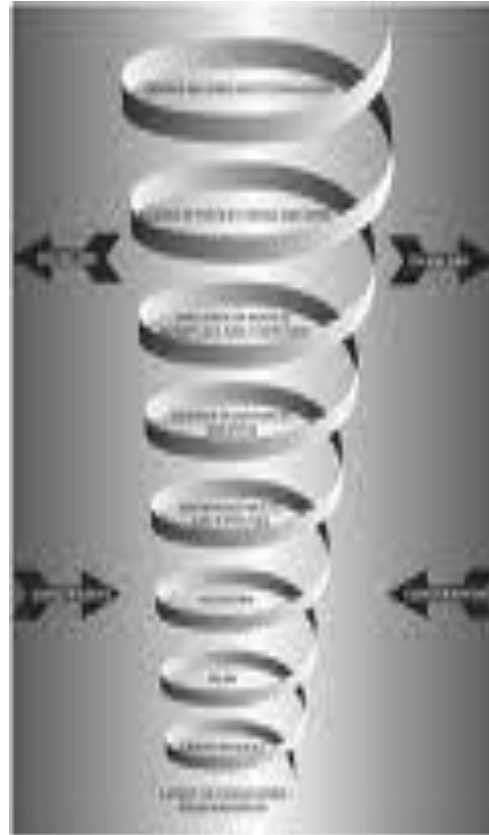
- Exploring the ideas together
- Identifying opportunities and ways forward
- Seeking the details that will reveal the Golden Thread

Models of curriculum design

Chilton Primary Long Term Curriculum Plan & Science

Other possible topics - water, communication, cowboys, animals, world events, party planning, cultural difference, magic, transport etc

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 1	Change Science - Ourselves (I)	Toys Science - Materials (Grouping)	Space Science - Light	Jungle Science - Sound	Kings & Queens Science - Green Plants	Sea Science - Investigation Unit
Yr 2	Famous People Science - Ourselves (I)	The Gun powder Plot Science - Electricity	Transport Science - Forces	Food Science - Materials (Changes)	Sports & Hobbies Science - Living Things	Castles Science - Investigation Unit
Year 3	Geography E Mountains, Volcanoes and Earthquakes Science - Rocks and solids	Time Travel Science - Sound	Dinosaurs Science - Teeth and Healthy Eating	Environment Science - Green Plants	Invaders and Settlers Science - Light	History B (in depth) Roman Britain Science - Investigations
Year 4	History D Ancient Egyptians Science - Forces	Inventions Science - Forces	Titanic Science - Materials Thermal	Zoo Science - Habitats	History B2 The Tudors Science - Light	Circus Science - Electricity
Year 5	Fairground Science - Sound	History B3/Geog A Victorians, Dickens World (Chatham visit) Science - Micro Organisms	History A/Geography C The Isle of Thanet Science - Investigations	Food from other cultures Science - Materials and change	Sport Science - Heart Rate/Keeping Healthy	Sea life Science - Living things in the environment
Year 6	Geography B St Lucia Science - Electricity	Air Pioneers Science - Forces	Media Science - Materials dissolving	The Universe Science - Earth, Sun and Moon	Climate Science - Green plants	History C Ancient Greece Science - Investigations
Creative curriculum	Pirates					



- Which model of curriculum design has value / most value?
- Be prepared to justify your choice.

Another angle...

- What can you take away from today that will support your leadership of change?

The context for curriculum innovation

- 20/20 Vision – the move towards personalisation
- The ‘What, How and Why’ of planning
- The school self-evaluation cycle
- The place of assessment in the accountability structure
- Curriculum change in EYFS and KS3 and beyond...
- The national picture (and in Worcestershire?)
- The legacy of National Strategies and directed professional practice.

Controlling the flow – the stop valve

- Who is in charge and of what...?
- Why are schools so positive about curriculum change?

Ofsted 'outstanding' paraphrased...

An outstanding curriculum:

- Memorable experiences
- Rich opportunities
- Customised to meet the needs of individuals and groups
- Tailored programmes
- Breadth and balance
- Highly coherent
- Relevant

Activity

- Look at headings in previous slide.
- Why might sustainability prove to be a golden thread in delivering these features of an outstanding curriculum?

The opportunity to find value beyond the narrow curriculum

- Successful Learners
- Confident individuals
- Responsible Citizens

But how can we assess what we value?

Another model to support curriculum design



In the stream...

Skills development including:

- Basic skills
- Subject skills
- Personal Learning and Thinking Skills

Each of these can be identified – a long list!

Simple aims but complex in everyday practice



The bridging context

- Sustainability
- Global Partnerships

- Romans
- Rivers

- Energy
- Food

The motivator

- A performance
- A presentation
- Let's make a book
- We could invite your parents in to look
- An exhibition
- A pod cast
- The restaurant
- Working with an expert
and many more...

BUT always starting from the learners



Always starting with the right questions

- What do we want to achieve?
- How will we organise learning?
- How will we know we are achieving our aims?

- Using the tree model to clarify the link between your aims and the curriculum activities that will deliver your aims.

The most successful schools have made the link between

- The sequences of learning that support children's understanding and
- The exciting contexts in which these skills can be developed and applied

The link has been made between the curriculum map and Bruner's spiral...

Returning to the helicopter view...

- Confident individuals...
 - Investigate
 - Create and develop
 - Evaluate
 - Communicate

Activity and clip from DVD

Split room in 4 and distribute the 4 skills

What would you expect the pupils to be doing when each of these is good?

Watch the film clip with the four skills in mind:

- Investigate
- Create and develop
- Evaluate
- Communicate

Making the link with sustainability

- Which skills will be developed when sustainability is embedded in a school's curriculum?
- When you listen to the schools sharing their case studies it may help to keep the four skills in mind.
- OR just look at the way that the golden thread has developed Confident Individuals.