

Our School Curriculum



September 2019
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The Coombes CofE Primary School



A Knowledge-led curriculum

- Principles of our curriculum design
 - Knowledge provides a driving, underpinning philosophy.
 - The knowledge content of each subject is specified in details
 - Knowledge is taught to be remembered.
 - Knowledge is sequenced and mapped deliberately and coherently



Develop
cultural capital

Provide
enriching
experiences

Nurture
confident and
resilient
learners



Curriculum Design

Threshold Concepts:

The open up a new and previously inaccessible way of thinking about something.

They helps us overcome the 'stuffed' curriculum and allow children to explore the value of each subject.



Creating Curriculum Breadth

| | 02.09.2019 | 09.09.2019 | 16.09.2019 | 23.09.2019 | 30.09.2019 | 07.10.2019 | 14.10.2019 | 21.10.2019 |
|-----------|--------------------------|--------------------------|-----------------------------|--------------|--------------------------|----------------------------------|----------------------------------|----------------|
| Reading | Beowulf | | | | Anglo-Saxon non-fiction | | | |
| Writing | Beowulf | | | | | | Poetry | |
| Maths | Addition and subtraction | Addition and subtraction | Multiplication and division | Time; length | Addition and subtraction | Fractions and decimals; addition | Fractions and decimals; addition | Measures; data |
| Science | | | | Sound | Sound | | | |
| D&T | | | | | | | | |
| History | Anglo-Saxons | Anglo-Saxons | | | | | | |
| Geography | | | | | | | | |
| Art | | | 3D Models - Grendel | | | | | |
| Music | | | | | | | | |
| PE | Gymnastics | Gymnastics | Gymnastics | Gymnastics | Tennis | Tennis | Tennis | Tennis |
| Computing | We are bloggers | | | | | | | |
| MFL | | | | | | | | |
| PSHE | Developing relationships | | | | | | | |
| RE | | | | | | Hinduism | Hinduism | Hinduism |

Breadth gives us:

Cultural Capital – the background knowledge of the world pupils need for inference and understanding

The range of situations students need to grow confidence within the subjects

What is Oracy?

Understanding everyone has a right to a voice

Being able to listen with the whole body

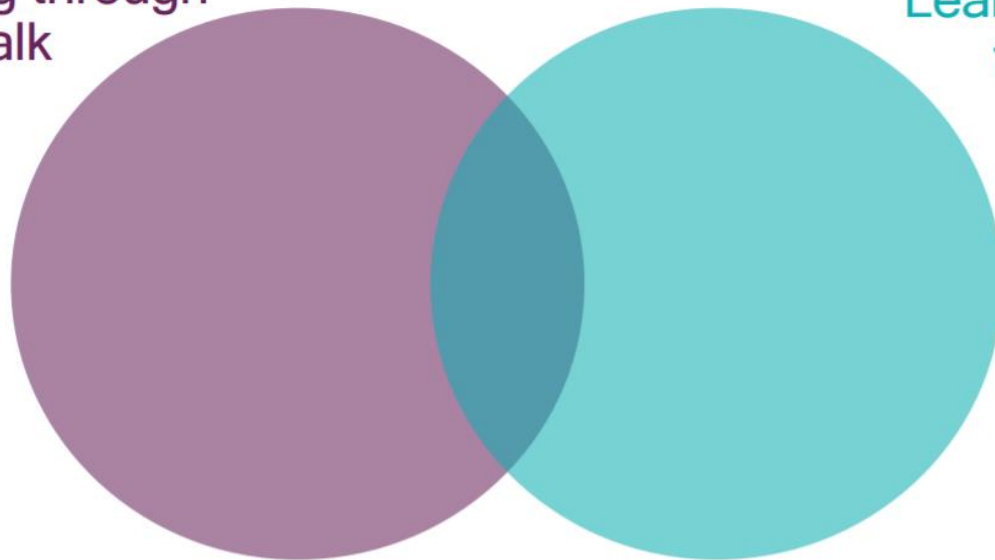
Knowing how to engage an audience

Developing the social, emotional, behavioural understanding to debate/engage with ideas

A working definition



Learning through
talk



Learning to
talk

“[Oracy] is what the school does to support the development of children’s capacity to use speech to express their thoughts and communicate with others, in education and in life”

-Professor Robin Alexander





Why is Oracy important?



Voice 21's Oracy Framework

The Procedural Knowledge for Oracy has been Split into Four Categories:



| | |
|--------------------|--|
| Cognitive | The deliberate application of thought to what you're saying |
| Linguistic | Knowing which words and phrases to use, and using them |
| Physical | Making yourself heard, using your voice and body as an instrument |
| Social & Emotional | Engaging with the people around you; knowing you have the right to speak |

Talking points

Create 3 talking points to use in a lesson next week

- When you multiply a number by 10, you add a zero.
- It would have been better to live in Sparta than Rome.
- Shadows are biggest in the middle of the day.

Which one does not belong?

| | |
|----|----|
| 9 | 16 |
| 25 | 43 |

<http://wodb.ca/>



Crooks

Candy

Curley's wife

Lennie

Would you rather?



Would you rather be an orphan on the street or live in a workhouse?

Would you rather live in a tropical climate or a temperate climate?

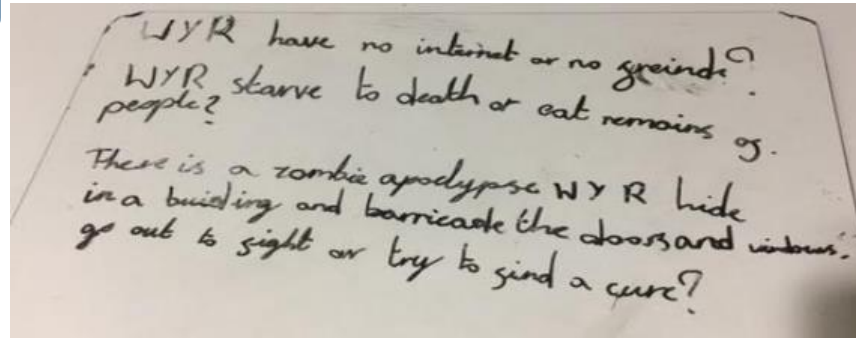
Would you rather be a sphere or a prism?

Would you rather be a half or a quarter?

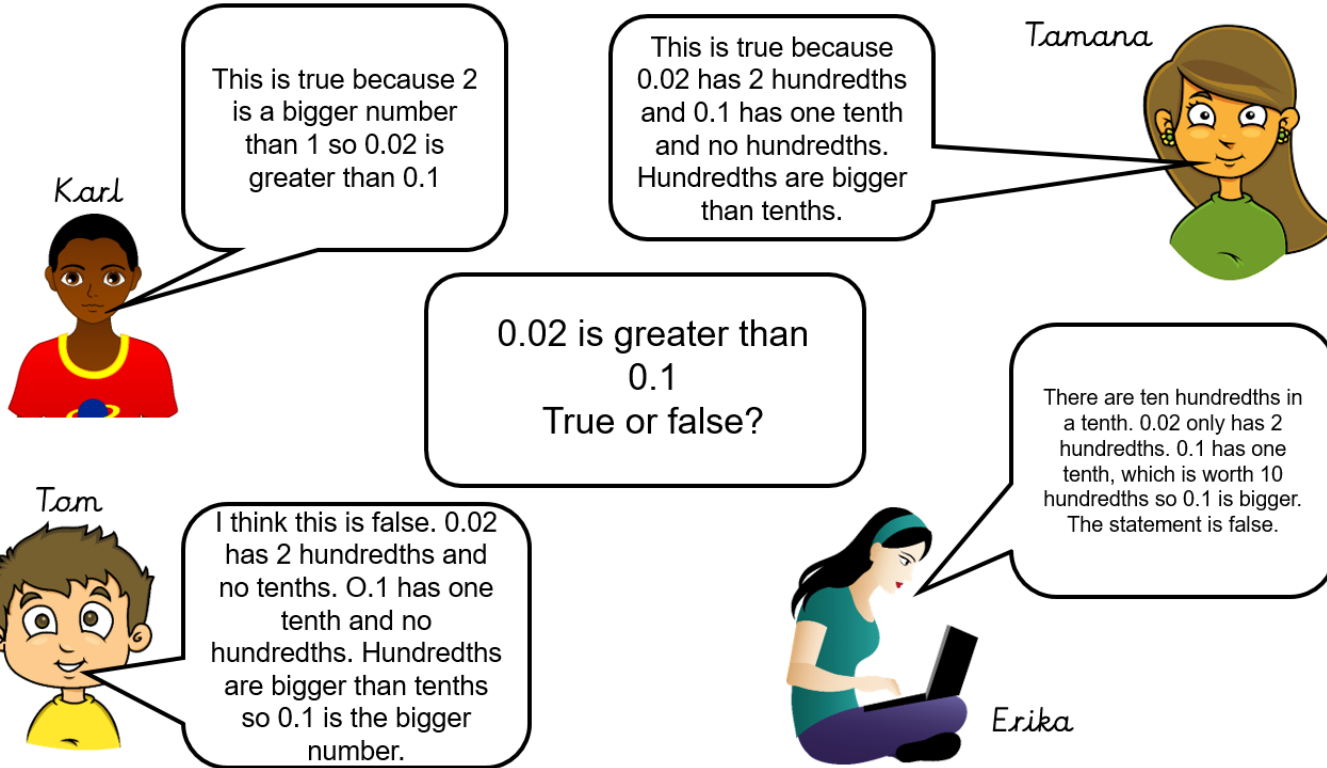
Would you rather live in Athens or Sparta?

Would you rather be a lion or a zebra?

Would you rather go to school every day of the week, or not at all?



Concept cartoons



A concept cartoon illustrating a mathematical discussion. In the center is a speech bubble containing the question: "0.02 is greater than 0.1 True or false?". Four characters are shown with their own speech bubbles:

- Karl** (top left): "This is true because 2 is a bigger number than 1 so 0.02 is greater than 0.1"
- Tamana** (top right): "This is true because 0.02 has 2 hundredths and 0.1 has one tenth and no hundredths. Hundredths are bigger than tenths."
- Tom** (bottom left): "I think this is false. 0.02 has 2 hundredths and no tenths. 0.1 has one tenth and no hundredths. Hundredths are bigger than tenths so 0.1 is the bigger number."
- Erika** (bottom right): "There are ten hundredths in a tenth. 0.02 only has 2 hundredths. 0.1 has one tenth, which is worth 10 hundredths so 0.1 is bigger. The statement is false."

Consensus circle

If Reading was about to be flooded and there are only enough sandbags to protect 5 places, which would you save?

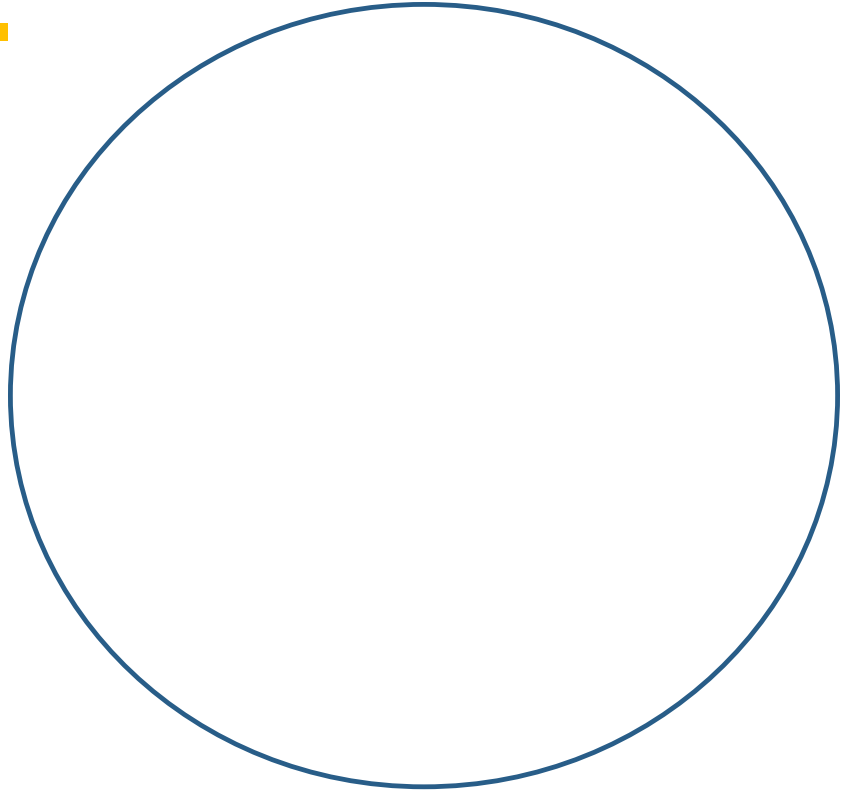
I think ... should be saved because...

I agree/ disagree because...

In my opinion...

... and ... are quite similar so....

How about we compromise and put...?



Always, Sometimes, Never

Always

Sometimes

Never

| | | |
|---|---|---|
| When you add two even numbers together the answer is even | When you add two odd numbers together the answer is odd | If you add an even number to an odd number the answer is even |
| When you multiply by an odd number the answer is odd | When you multiply by an even number the answer is even | Doubling a number results in an even number |
| When you multiply a number by itself the answer is even | The sum of four even numbers is divisible by four | Adding three consecutive numbers results in an even number |

- Predators are at the top of the food chain
- Food production is more efficient if the food chain is shorter
- All of the energy is transferred from one stage of the food chain to the next

Rank the three sources from most reliable to least reliable.



The Daily Telegraph on Wednesday, June 2, 1953. 24-PAGE PICTURE SUPPLEMENT. The Daily Telegraph 4 A.M. Thursday, June 4, 1953. Printed in LONDON and MANCHESTER. Price 10. Gordon's.

ELIZABETH II IS CROWNED

SPLENDOUR IN ABBEY SEEN BY MILLIONS
QUEEN 6 TIMES ON PALACE BALCONY: VAST CROWDS
ROYAL BROADCAST: PLEDGE TO SERVICE OF HER PEOPLES

WITH THE SPLENDOR AND SOLEMNITY OF AN HISTORIC RITUAL UNDER WESTMINSTER ABBEY, WITH TELEVISION PAUSE AND COLLIER AND PARAGASTRY ALONG THE ROYAL BALCONY, QUEEN ELIZABETH II WAS YESTERDAY CROWNED BY HER PEOPLE IN THE COUNTRY AND THROUGHOUT HER GREAT COMMONWEALTH OF NATIONS.

The assembly of nearly 8,000 in the Abbey, without and without, guests and spectators, heard her in a direct, sweet voice take the Coronation Oath which binds her to the service of her people and by the maintenance of the laws of God: she has, said in a note of glad reserve from the Archbishop of Canterbury, Dr. Fisher, the Queen of the East, and joined in the heart's cry, afterwards, of "God Save the Queen." For the first time, through the agency of television, millions of people in both hemispheres were spectators of the impressive rite.

The Duke of Edinburgh, first after the Archbishop to kneel and place his hands in prayer (those of her Majesty in the act of being, was at her side) at the altar of the Holy Sepulchre in Queen, kneeling with robe of purple velvet, wearing the Imperial State Crown, and carrying the Orb and Sceptre, there, in a 2 1/2-hour-long ceremony held by Radio.

"DECLARATION OF OUR HOPES FOR FUTURE"
The Queen's Broadcast to Empire

QUEEN ON BALCONY WAVES AT MIDNIGHT
LONDON LIGHTS SWITCHED ON

RIVER MIRRORS
LONDON



Evaluating:

- Surely X is more reliable than Y because ...
- Overall, I think X is most reliable because ...
- I think this is less reliable than ...

