

#### Renewed focus....

# Intent Implementation Impact

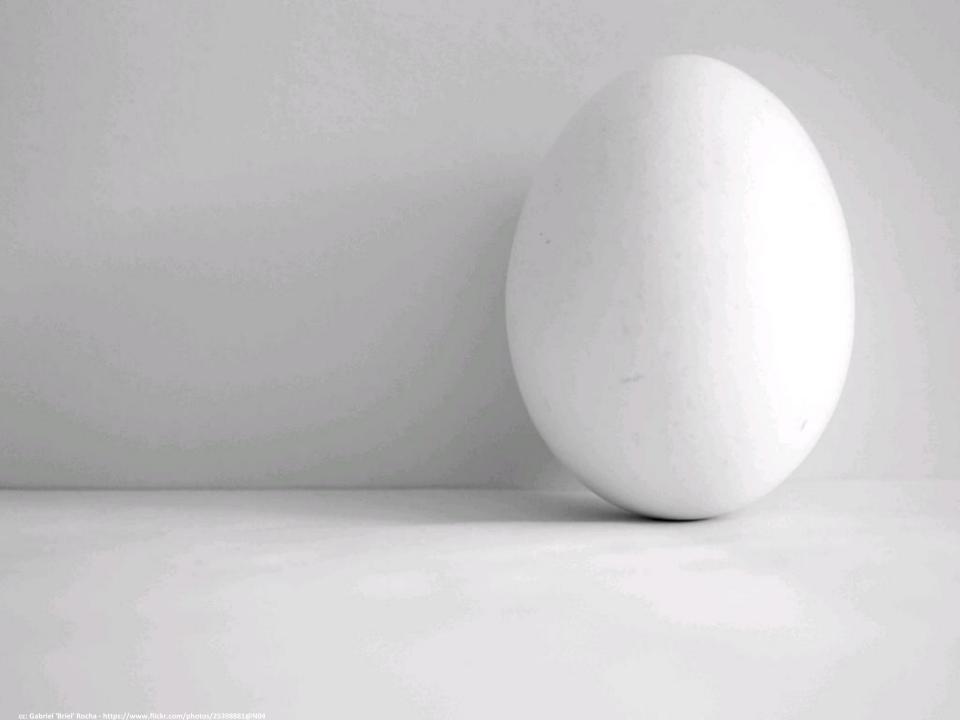
#### The curriculum controversies concepts conversations







...demanding work, please



























...demanding work, please



#### Mary Myatt @MaryMyatt · 16 Aug 2016 On ability setting. Chn's views. Breaks your heart... Via

@AlisonMPeacock

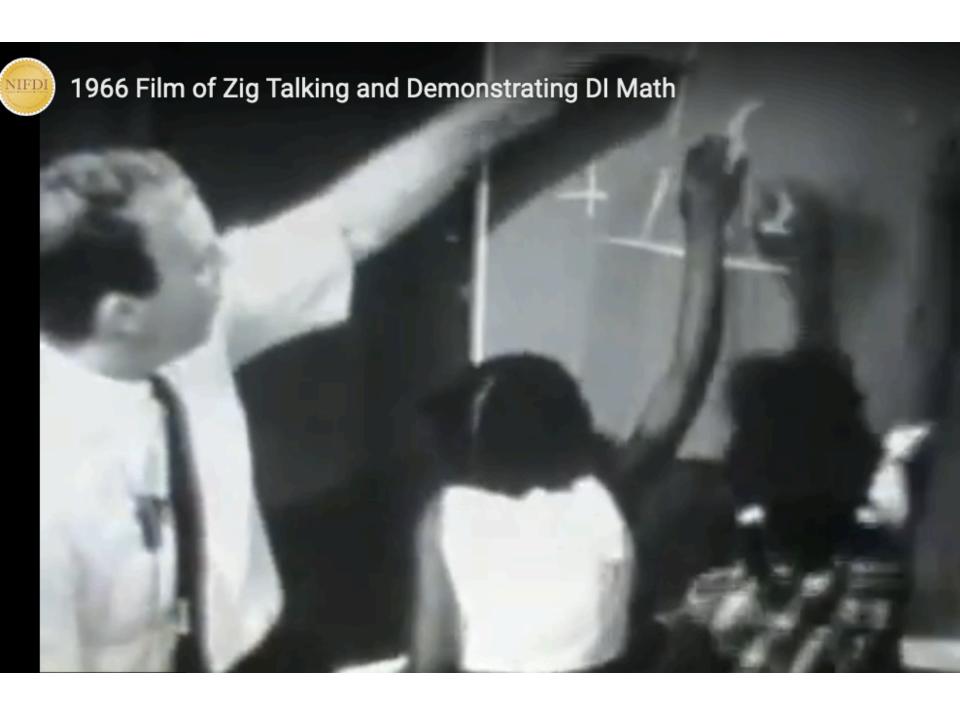
The first day the children were back we asked them what they thought of ability groups. The answers were astounding. The 'more able' loved it; they enjoyed being the 'bright' ones and having 'special' challenges set by the teacher. They also saw working with the teacher as a negative. The middle group 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.



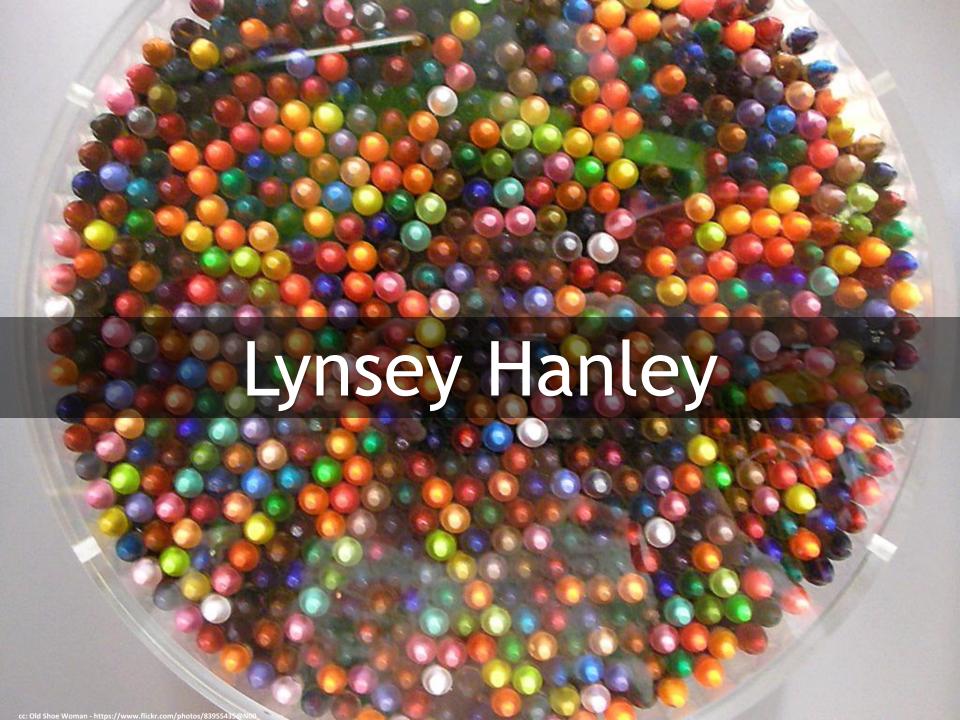












#### Lynsey Hanley: Respectable

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 interrogated

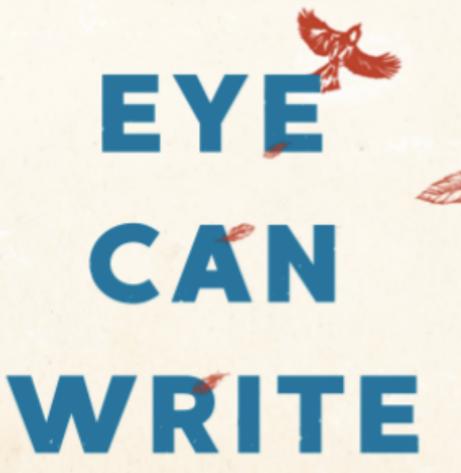
#### Lynsey Hanley: Respectable

At the beginning of the year, he 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.

#### Lynsey Hanley: Respectable

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

JONATHAN BRYAN







# Daniel Willingham

'Why don't students like school?'

### Key points

- Humans are curious, but thinking is hard
- Problems to be solved
- Working v long-term memory
- Conceptual knowledge, rich connection
- Power of stories, conflicts and dilemmas

# Reading aloud

'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/10.11... thanks for link @stevewillshaw



'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 ...

Solition of online of the impact of a faster pace of reading narrati...

9:17 PM · Jun 13, 2019 · Twitter Web App

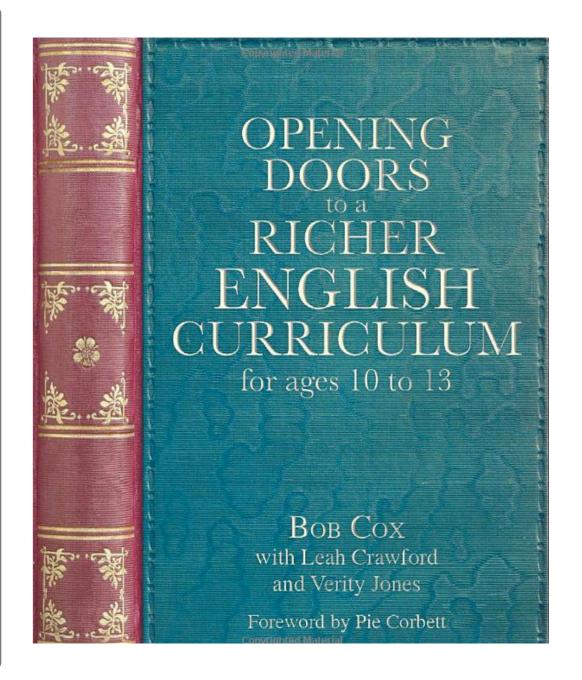
| View Tweet activity

**395** Retweets **901** Likes

# Reading aloud

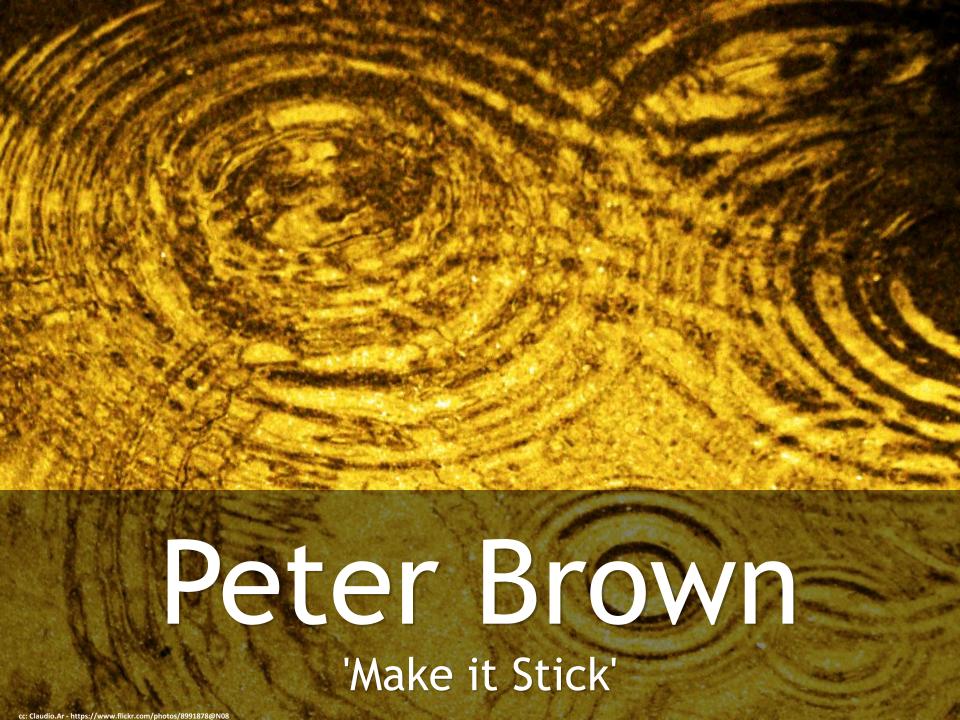
- Two novels
- Twelve weeks
- 365 Y8s
- All students = 8.5 mths progress
- 'Poorer' readers = 16 mths progress

# Opening doors



### Key points

- Humans are curious, but thinking is hard
- Problems to be solved
- Working v long-term memory
  Conceptual knowledge, rich
- connection
- Power of stories, conflicts and dilemmas
- 'Meaning of the material'



## Key points

- 'Effortful'
- Spaced repetition
- Interleaving of different but related topics



Daniel Willingham @DTWillingham · May 17

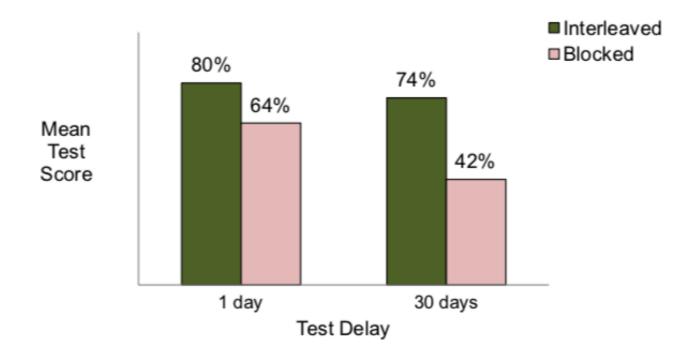
Preregistered RTC of interleaved vs blocked practice for 4 months in 54 7th grade math classes. Result, 1 month later on unannounced test: 61% vs 38%. (\$) psycnet.apa.org/record/2019-26...

 $\bigcirc$  13

116

♡ 211

More interleaved practice led to higher test scores, especially after a 30-day delay.



Rohrer, Dedrick, and Stershic (2015)

## Key points

- 'Effortful'
- Spaced repetition
- Interleaving of different but related topics
- Regular tests
- Paradox of forgetting
- Highlighting, rereading, cramming waste of time



### Six Strategies for Effective Learning

#### www.learningscientists.org

In this series, we provide information so students can learn how to study using..





All of these strategies have supporting evidence from cognitive psychology. For each strategy, we explain how to do it, some points to consider, and where to find more information.

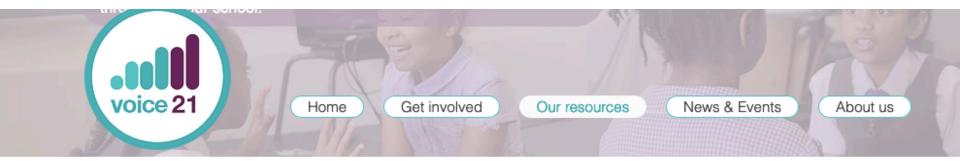


## Key points

- No opt-outNo half-answers
- Complete sentences, correct grammar





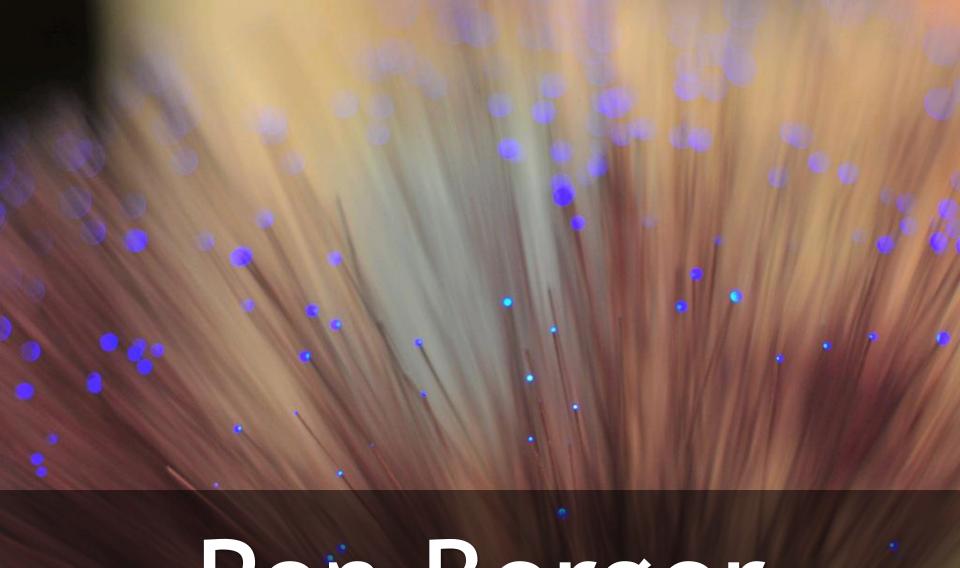




## Key points

- No opt-outNo half-answers
- Complete sentences, correct grammar
  Stretching answers
- Begin with the end Double planning

- No cheap praiseMistakes are good



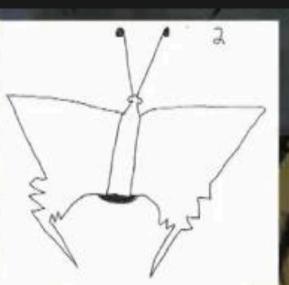
# Ron Berger

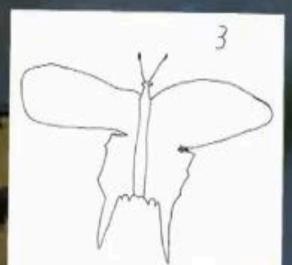
'Ethic of Excellence'

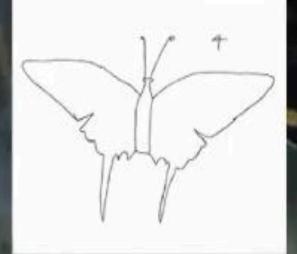


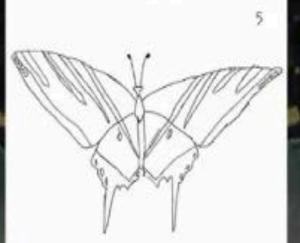
Austin 9-30a

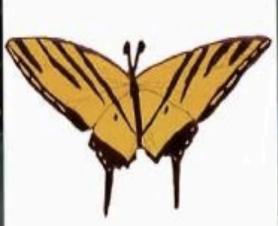












## Planning for challenge



## Part two

## Inspection focus....

## Intent

School

Subject

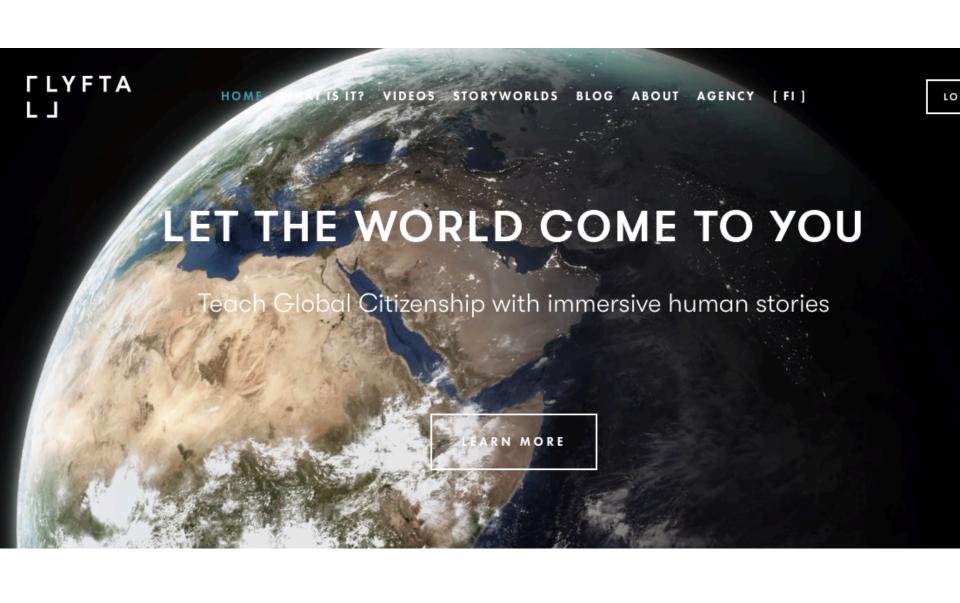


Big vision



- Big vision
- What do our pupils need?







- Big vision
- What do our pupils need?
- What can our locality offer?

### **BALLOT STREET SPICE**

## BLENDING SPICES TO CREATE OPPORTUNITY



OUR STORY OUR PRODUCTS WORK WITH US GET IN TOUCH





THE SPICE ACADEMY CROWDFUNDING CAMPAIGN - TARGET REACHED!

## Subject

- Big picture
- Magic
- Important

Art and Design	Computing
'Every human is an artist.'  Don Miguel Ruiz	'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.'
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 Garvey

Languages	Mathematics			
'You live a new life for every language you speak. If you only know one language, you only live once.'  Czech proverb	'Pure mathematics is, in its way, the poetry of logical ideas.'			
Science 'It is important to view knowledge as sort of a semantic tree – make sure	Physical Education  'Physically educated persons are those who have learned to arrange their lives			
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.'	in such a way that the habitual physical activities they freely engage in make a distinctive contribution to their wider flourishing  James MacAllister			
Religious Education	Music			
'RE is like an iceberg. As you unpack ideas, you come to understand deeper meaning.'	"Without music, life would be a mistake." Friedrich Nietzsche			
Year 9 pupil				

### Subject Prompts: Cross Phase

What do we love about our subject?	How do we want our pupils to talk about our subject?
What are some of the big ideas in our subject?	What are some of the things we would love to teach in this subject?

#### Draft Unit x: Key Stage x

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

What are the key concepts for this unit?	How will we introduce it?
Is it worth summarising what we want pupils to know on a knowledge organiser? If so what should be included?	How are we going to take pupils through this unit?
How will we know if our children have I	earnt what we have taught them?

### **Building Cultural Capital in the Core Curriculum**



	T1	<b>T2</b>	Т3	<b>T4</b>	<b>T5</b>	Т6
7	The Town	A Wrinkle In Time	Beowulf + Chaucer	The Odyssey		Shakespeare's World
8	Ovid's Metamorphoses	Frankenstein The Science of Stories	Latin and the craft of writing	Macbeth	Quest Writing	Of Mice and Men
9	Short stories and authorship	The Crucible	Poetry: Voice to the Voiceless	Antigone Never Le		et Me Go
10	An Inspector Calls	Poetry Anthology	Language Paper 2	Pride and Prejudice		Unseen Prose
11	Romeo and Juliet	Poetry Anthology	Language Paper 1	KS5: Faustus/Enron, Milton, King Lear, Larkin/Duffy, Interbellum, Jane Eyre/ Wide Sargasso Sea		





#### SECOND EDITION.

Herald Office, Friday Afternoon, Four o'Clock,

### NEW POOR LAW ACT. 103h

We stop the press to announce that Mr. Weale, the Assistant Poor Law Commissioner, held a Meeting at Walcot Poor-house this morning, and after one of the most able and luminous expoons on the subject ever listened to, proposed that a "Union of Parishes" under the New Act be formed for this district.

PROPOSED UNION.

Saint James, Saint Michael, Saint Peter and Saint Paul, Walcot, ricombe and Widcombe, Bathwick, in the City of Bath; Batheaston, Bathford, Benhampton, Saint Catharine, Langridge, Woolley, Swainswick Charleombe, Weston, Twerton, Englishcombe, South Stoke, Moneton-Goombe, Dunkerton, Coombe Hay, Wellow, Gaverton, writerhouse Binton, in the county of Somerset, with a population



- Ebbinghaus specifically the *learning time savings* 
  - <u>Domain specific</u> memory development
    - Non-declarative memory
      - Declarative memory
    - The power of *relevant* stories





#### SECOND EDITION.

Herald Office, Friday Afternoon, Four o'Clock,

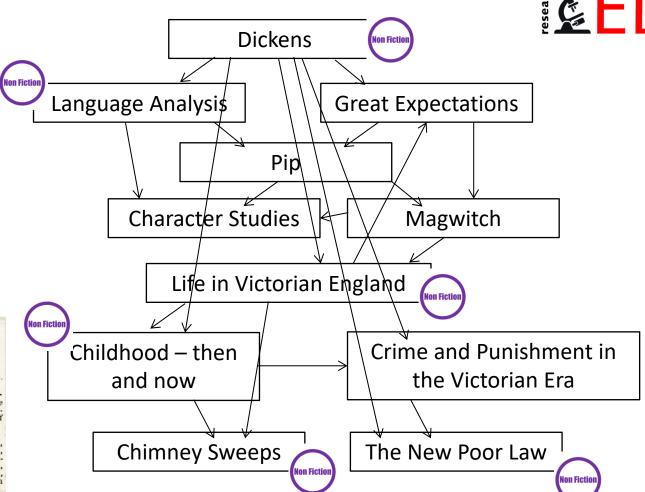
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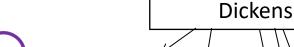






What came before?

Who were the Romantics, for example?



...was Dickens one?

Language Analysi\$

**Great Expectations** 

Vocabulary/Syntax/Form

What else did he write?



Character Studies

Magwitch

Non Fiction

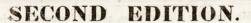
Why is/was East London

so poor?

**Non Fiction** 

Life in Victorian England

Pip

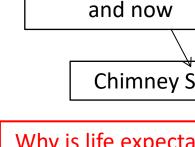


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Crime and Punishment in the Victorian Era

**Chimney Sweeps** 

The New Poor Law

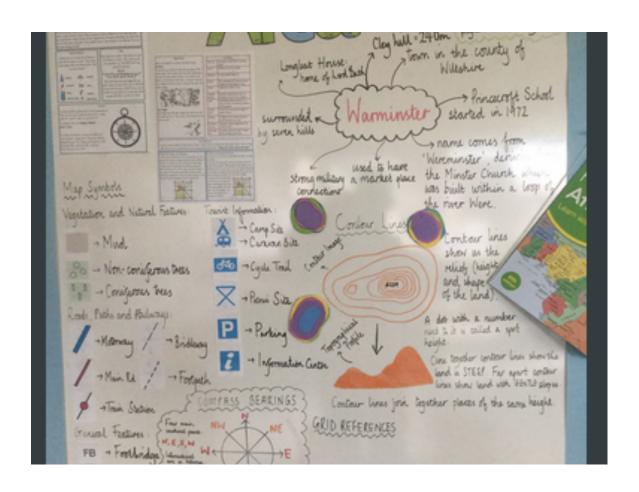
Why is life expectancy lower if you're poor?

Childhood - then

...and why is this still the case today?

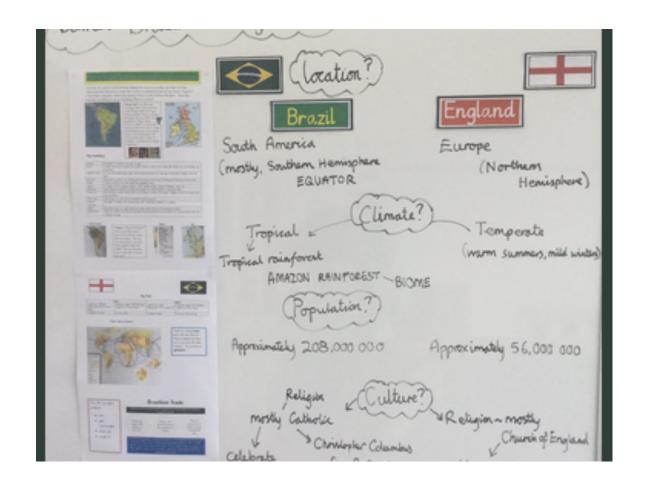
What does the poverty divide look like in 2019?





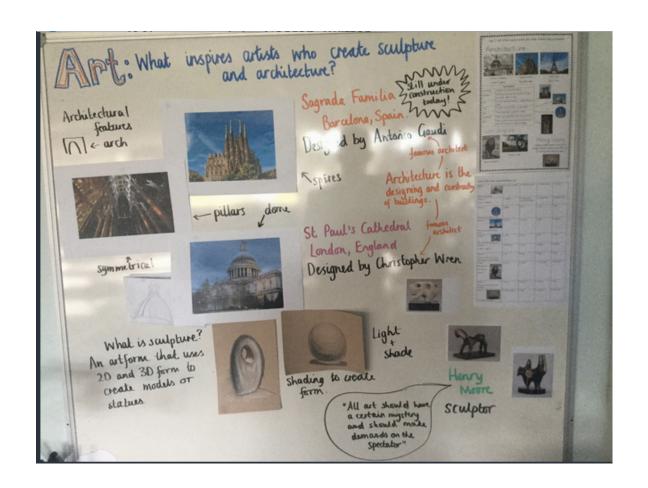
Princecroft Primary School Warminster

@PrincecroftPri



#### Princecroft Primary School Warminster

@PrincecroftPri



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@PrincecroftPri



#### Princecroft Primary School Warminster

@PrincecroftPri



## Princecroft Primary School Warminster

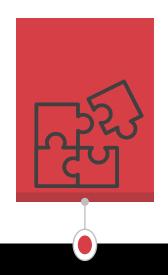
@PrincecroftPri

# RE PLANNING CREATION GENESIS 1



### WHY THIS UNIT?







We need to be able to answer the question: Why are we teaching this? Why now? How does this unit fit into the wider picture?
Or, what is the hinterland that will help make sense and provide some context for pupils?

What else does this unit relate to?

How might it link to new learning in the future?

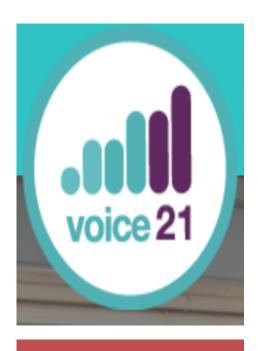
#### **ELEMENTS**



Story



Concepts



Talk





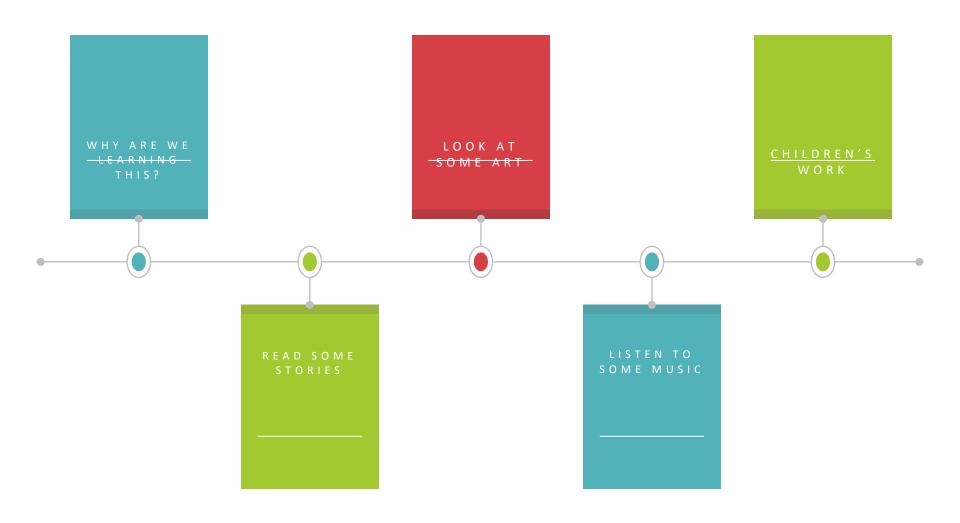


Music



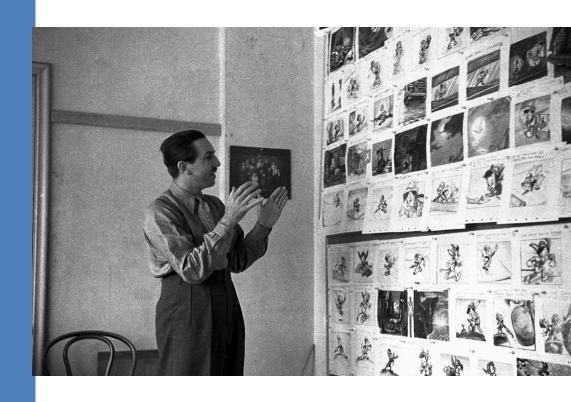
Research

## THE PROCESS



## SETTING THE BACKGROUND

What we can learn from Walt Disney's storyboard





## Our brains privilege story

**Daniel Willingham** 

### WHY STORIES MATTER

BIG

picture



**COMPLEX** 

ideas



**ENRICH** 

vocab

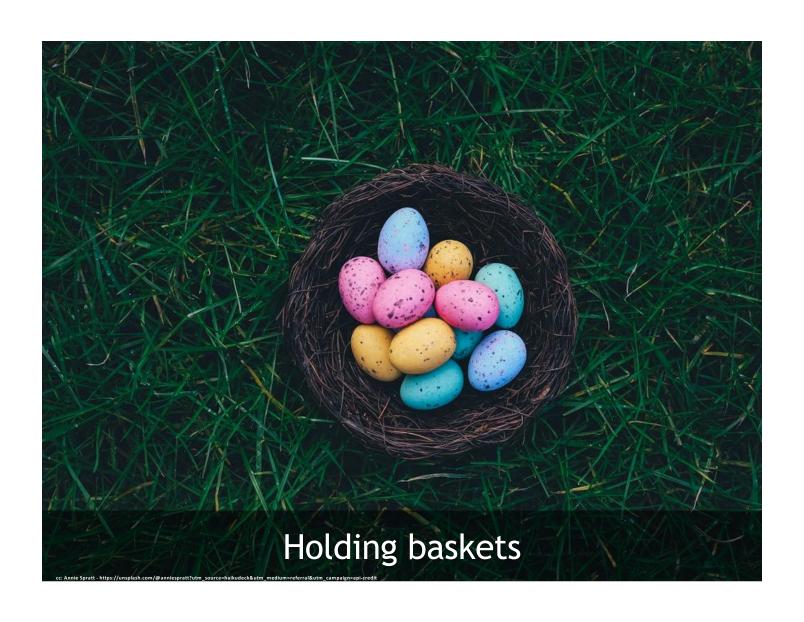


**INCLUSIVE** 

all



## Concepts



## Writing floats on a sea of talk

**James Britton** 

#### Draft Unit x: Key Stage x

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

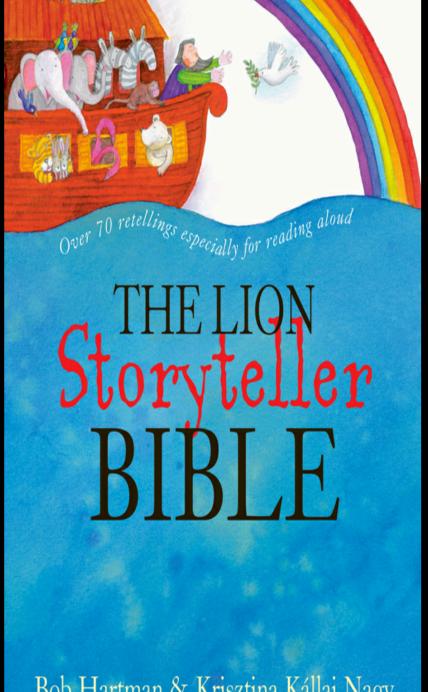
What are the key concepts for this unit?	How will we introduce it?			
Is it worth summarising what we want pupils to know on a knowledge organiser? If so what should be included?	How are we going to take pupils through this unit?			
How will we know if our children have learnt what we have taught them?				

#### Draft Unit RE: Key Stage 2

What are the key concepts for this unit?  Genesis Creation God	How will we introduce it?  Through the Lion Bible Story and the New International Version.  Haydn's Creation
Is it worth summarising what we want pupils to know on a knowledge organiser? If so what should be included?  Vault Vegetation Sacred Livestock Image Beast Creature	How are we going to take pupils through this unit?  It is important that pupils understand that that story of creation in Genesis, the first book of the Bible is important for Jewish people as well as Christians. Not everyone believes it is literally true, but that it contains important ideas about how we live treat one another, including other living things.  We might read both Hartman and NIV accounts; consider some creation art eg from the Nurenberg chronicles and listen to some of Haydn's Creation.  This should be taken at a pace which allows for questions and discussion and research.
•	ing of the story and its main ideas is the primarily through talk, but also vocabulary. The pupils might create a e story and the messages it contains;

## KNOWLEDGE ORGANISER

Bible	The word bible comes from the Greek for books. The first part are the Jewish holy books. Christians call these the old testament	
Genesis	Genesis means the beginning. The book of Genesis tells the story of the start of the universe	
Creation	Creation means causing something to exist. The story of creation in Genesis is told in Judaism and Christianity	
Vault	An arched structure in a building usually forming a ceiling or roof. In the creation story it means the sky is separated from the earth like a vault	
Vegetation	Plants, trees and flowers	
Sacred	Connected to god, holy	
Livestock	Animals and birds	
lmage	Likeness	7
Creature	Animal	



Bob Hartman & Krisztina Kállai Nagy

## In the Beginning

At first, there wasn't anything at all. Nothing! So God set to work. But he didn't use his hands or a special machine. He spoke, that's all. He said, 'I'd like some light.' And there was light. Brighter than a summer morning or a thousand Christmas candles.

God spoke again. He said, 'Sky. I'd like some sky. And some water underneath.' And, sure enough, there it was. The bright blue sky. With the dark blue heavens above it. And the blue-green

sea below.

'Earth.' That's what God said next, hard and firm, as if he really meant it. And the blue-green waters parted, and there was dry land underneath. Great patches of it, dirt black and brown. Here and there, all over the world.

'We need some colour,' God whispered, as if he were thinking out loud. And, quivering with excitement, green growing things crept right up out of the dark earth, then burst into blossom – red, orange and blue! Pine trees and palm trees. Rose bushes and blackberry bushes. Tulips and chrysanthemums.

God shouted next.

'Day - shining sun!'

'Night - shining moon!'

'Bright shining stars!'

And there they were, for morning and evening, summer and winter – time and heat and light!

After that, God called to the sky, as if he were expecting some kind of an answer.

'Come forth, flying things!' he cried.

And through the clouds they came. Flying high and flying low. Flying large and flying small. Eagles and insects. Hummingbirds and hawks.

Then God called to the sea.

'Come forth, splashing things!'

And they came to him too, leaping right up through the waves. Sailfish and swordfish. Dolphins and trout. Great grinning humpback whales.

Finally, God called to the earth.

'Come forth, walking things, crawling things, running, hopping, climbing things!'

And sure enough, they came. Up from burrows. Down from trees. Out of the high grass, and across the open plains.

Now everything was ready. Good and ready. So God spoke again.

'Man and woman,' is what he said, as if he were calling the names of his very best friends.

And out of the dust came Adam and Eve. To enjoy all that God had made. To take care of it for him. And to talk with him.

'This is the way things ought to be,' God said at last. 'This is what I call good!'

## NEW INTERNATIONAL VERSION



#### The Beginning

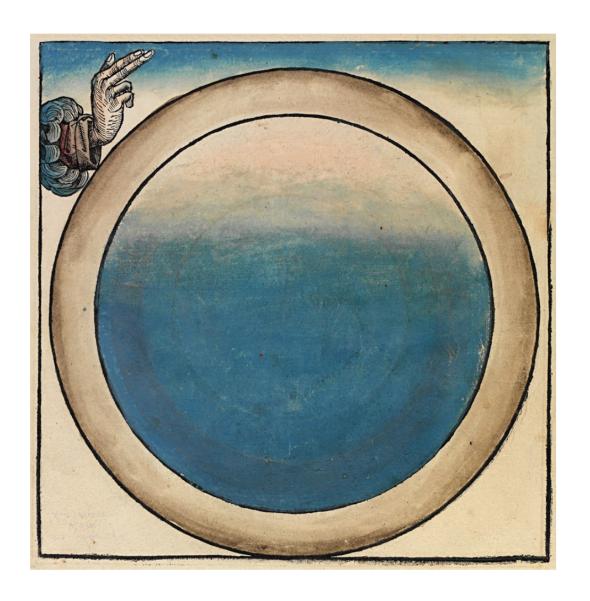
- 1 In the beginning God created the heavens and the earth. 2 Now the earth was formless and empty, darkness was over the surface of the deep, and the Spirit of God was hovering over the waters.
- 3 And God said, "Let there be light," and there was light. 4 God saw that the light was good, and he separated the light from the darkness. 5 God called the light "day," and the darkness he called "night." And there was evening, and there was morning—the first day.
- 6 And God said, "Let there be a vault between the waters to separate water from water." 7 So God made the vault and separated the water under the vault from the water above it. And it was so. 8 God called the vault "sky." And there was evening, and there was morning—the second day.
  - 9 And God said, "Let the water under the sky be gathered to one place, and let dry ground appear." And it was so.
- 10 God called the dry ground "land," and the gathered waters he called "seas." And God saw that it was good.
- 11 Then God said, "Let the land produce vegetation: seed-bearing plants and trees on the land that bear fruit with seed in it, according to their various kinds." And it was so. 12 The land produced vegetation: plants bearing seed according to their kinds and trees bearing fruit with seed in it according to their kinds. And God saw that it was good. 13 And there was evening, and there was morning—the third day.
- 14 And God said, "Let there be lights in the vault of the sky to separate the day from the night, and let them serve as signs to mark sacred times, and days and years, 15 and let them be lights in the vault of the sky to give light on the earth." And it was so. 16 God made two great lights—the greater light to govern the day and the lesser light to govern the night. He also made the stars. 17 God set them in the vault of the sky to give light on the earth, 18 to govern the day and the night, and to separate light from darkness. And God saw that it was good. 19 And there was evening, and there was morning—the fourth day.

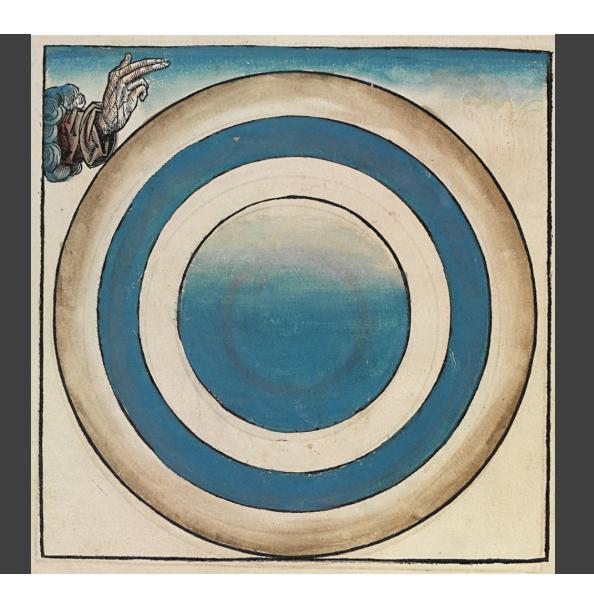
- 20 And God said, "Let the water teem with living creatures, and let birds fly above the earth across the vault of the sky."
  21 So God created the great creatures of the sea and every living thing with which the water teems and that moves about in it, according to their kinds, and every winged bird according to its kind. And God saw that it was good. 22 God blessed them and said, "Be fruitful and increase in number and fill the water in the seas, and let the birds increase on the earth." 23 And there was evening, and there was morning—the fifth day.
- 24 And God said, "Let the land produce living creatures according to their kinds: the livestock, the creatures that move along the ground, and the wild animals, each according to its kind." And it was so. 25 God made the wild animals according to their kinds, the livestock according to their kinds, and all the creatures that move along the ground according to their kinds. And God saw that it was good.
- 26 Then God said, "Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals, [a] and over all the creatures that move along the ground."
  - 27 So God created mankind in his own image, in the image of God he created them; male and female he created them.
- 28 God blessed them and said to them, "Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground."
- 29 Then God said, "I give you every seed-bearing plant on the face of the whole earth and every tree that has fruit with seed in it. They will be yours for food. 30 And to all the beasts of the earth and all the birds in the sky and all the creatures that move along the ground—everything that has the breath of life in it—I give every green plant for food." And it was so.
  - 31 God saw all that he had made, and it was very good. And there was evening, and there was morning—the sixth day.

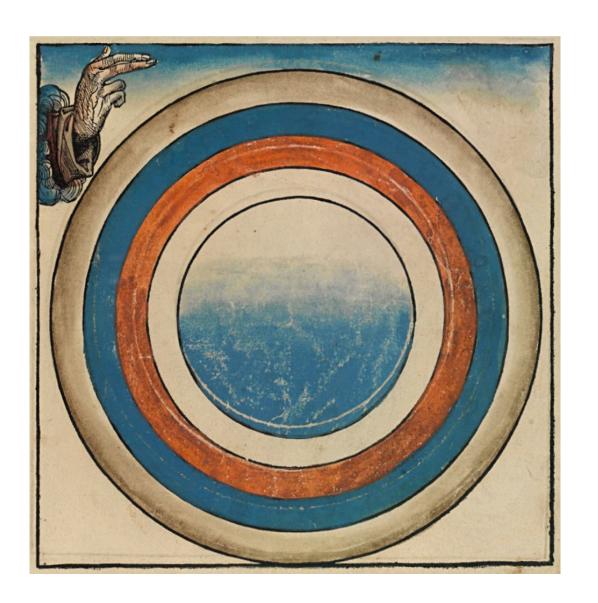
# ART THE NUREMBERG CHRONICLES

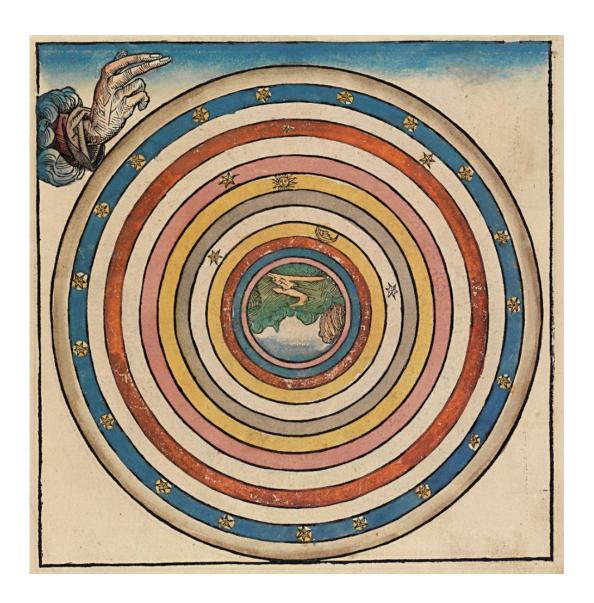
illustrated with woodcuts by Michael Wolgemut





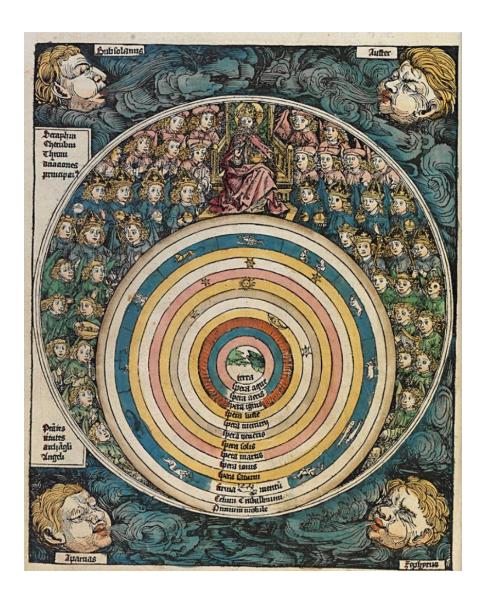














## HAYDN CREATION



## **IMPACT**

SUMMARY	RESEARCH	RESPONSES	TALK
What have I learnt? Possibly on a double page spread. Who might be interested in seeing this work? Eg someone at home, pupils in another class?	Opportunities for research to be included in the summary eg this is what we found out about the Jewish Bible or the Nuremberg Chronicles	What do I think about what we have been learning about? Eg does something have to be literally true for it to have meaning?	Can I explain what I have learnt to someone else?

## **BACKGROUND AND LINKS**



**Texts** 

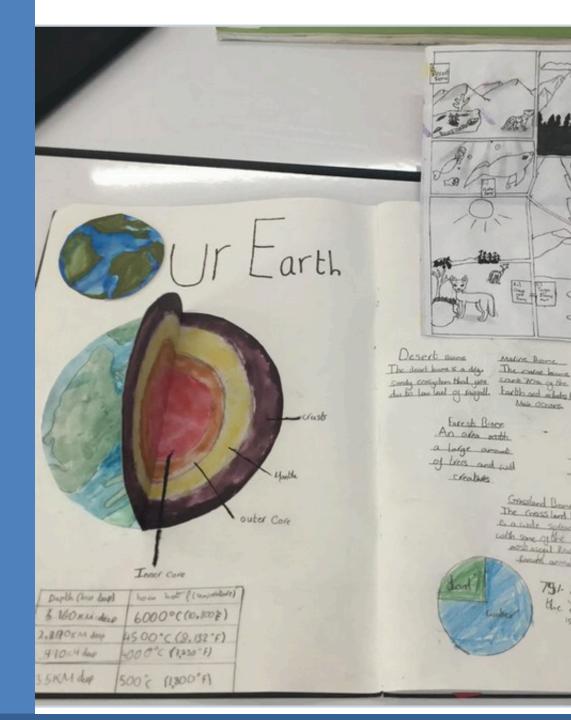
Art

Music

Links

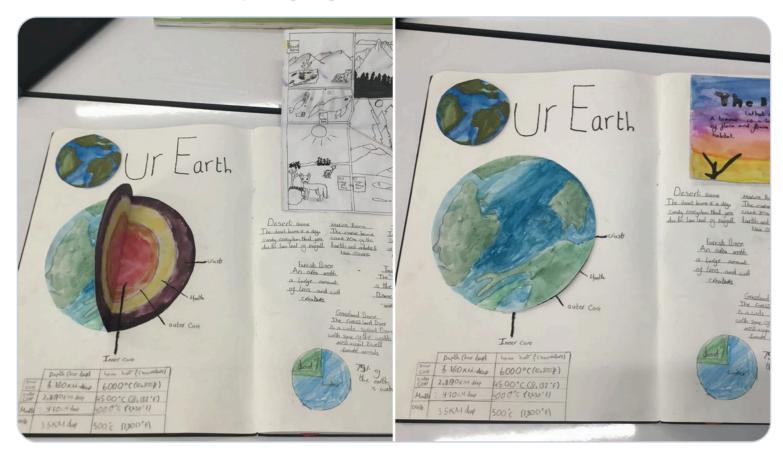
## DOUBLE PAGE SPREADS

Paul Watson @PaulWat5 North Ormsb y Primary Academy



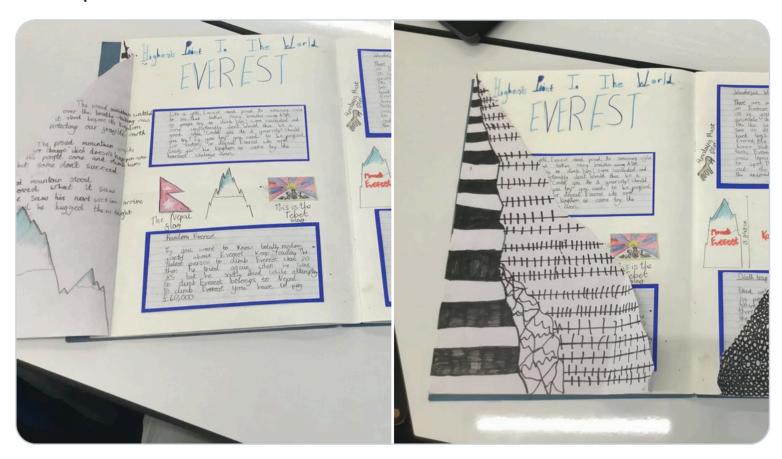


Our next topic is Our Earth, which enables us the opportunity to revisit, recall and relearn many of geographical content from the Explorers topic.



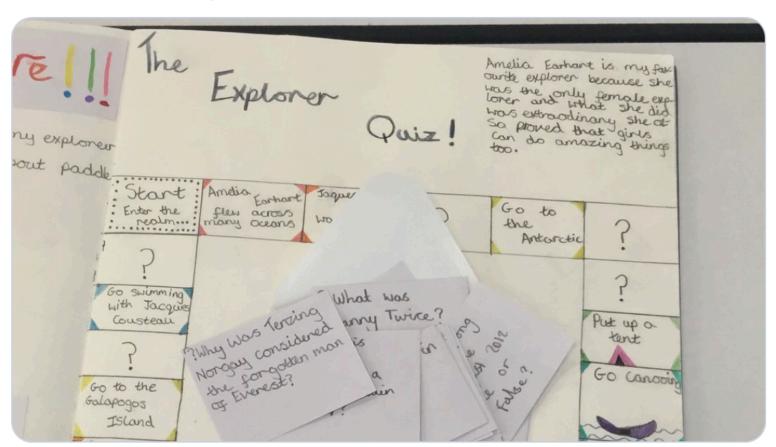


These pages show how design and content combine. With mountain sizes, poetry, non-chrono reports being just some of the work that was developed before we had a focus on the actual men who climbed Everest.



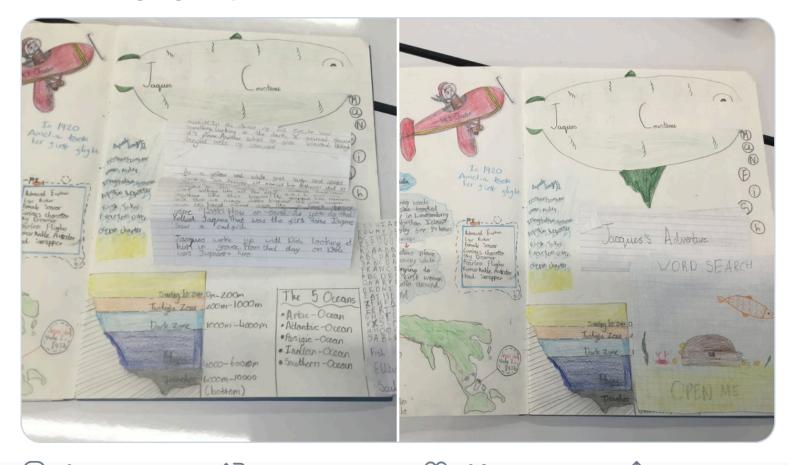


We end a topic by creating a quiz based on the knowledge explored. The questions are tiered so for example 'Why was Tenzing Norgay considered the forgotten man of Everest?' is a question with real depth to provide a recall of content beyond that of basic facts.





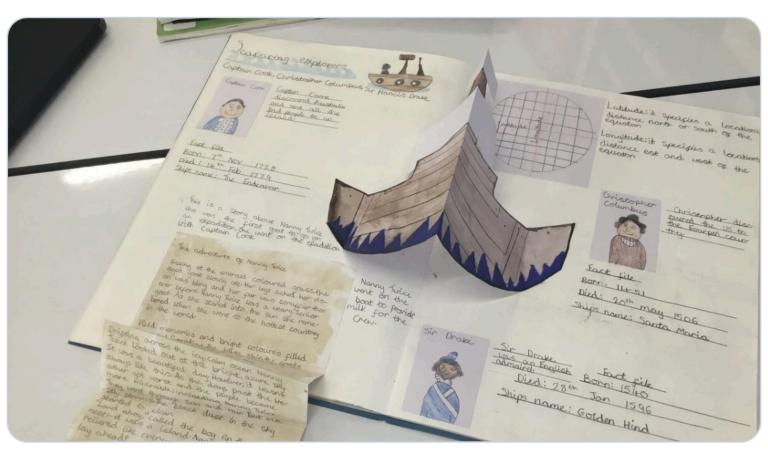
Different types of explorers provide an opportunity to focus on different aspects of geography. Here the ocean has become a focus.



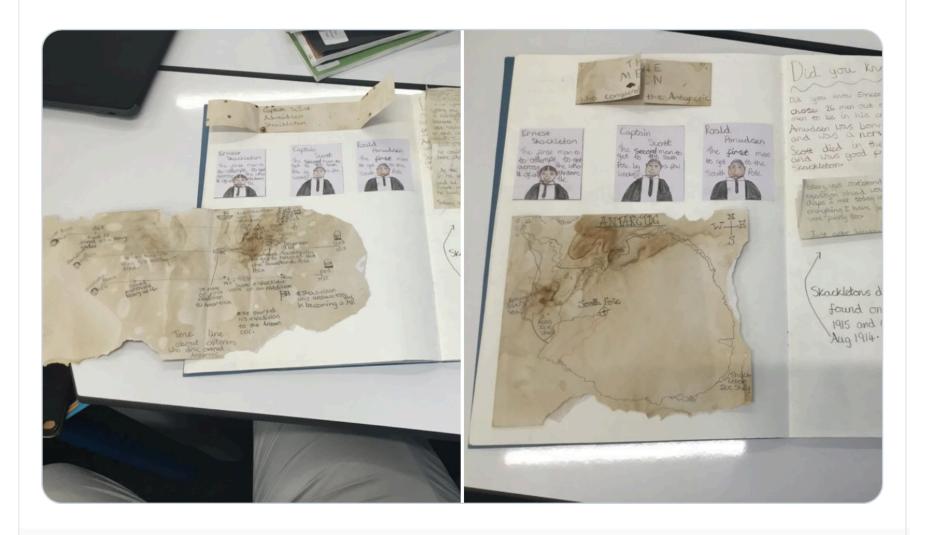


### Replying to @PaulWat5

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



Another example of timelines is present here, yet this time it illustrates that the lives of significant people overlap at certain points in history.

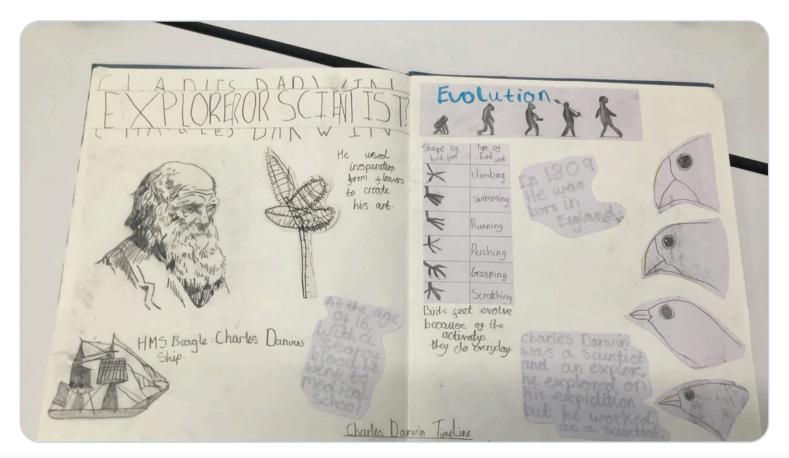




Curriculum Thread:

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.



## Inspection focus....

## Intent Implementation

## Elements (1)

- Good subject knowledge and support
- Subject matter presented clearly
- Discussion
- Responsive teaching
- Content is remembered long term

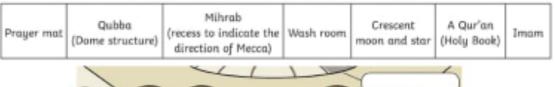
## Elements (2)

- Assessment used wisely
- Texts and materials reflect ambitious intent
- Work is appropriately demanding
- Reading is prioritised

# Principles of implementation

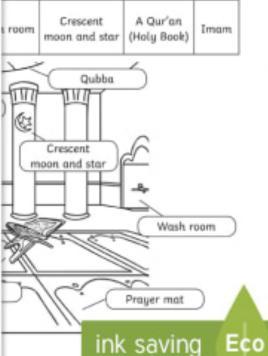
- Privilege thinking over task completion
- Lead to mastery
- Beautiful







## osque **Answers**



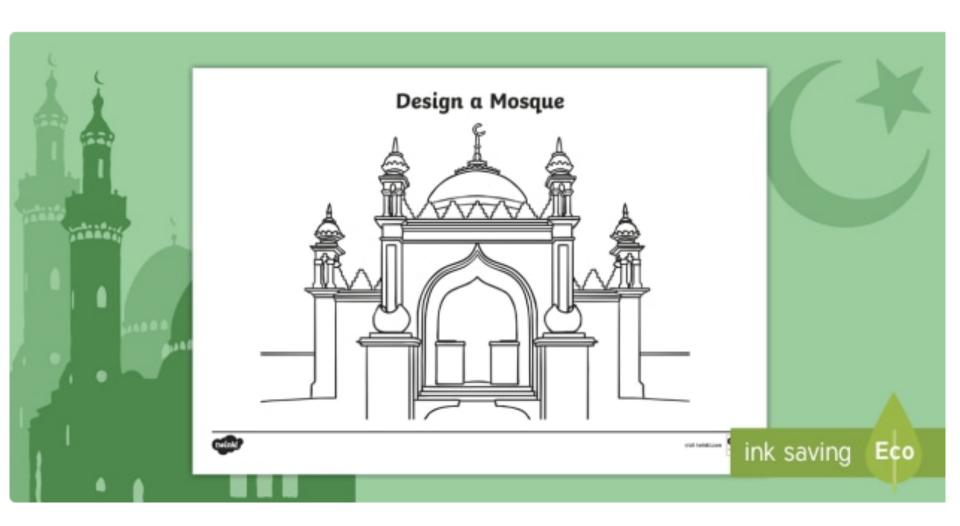




ink saving

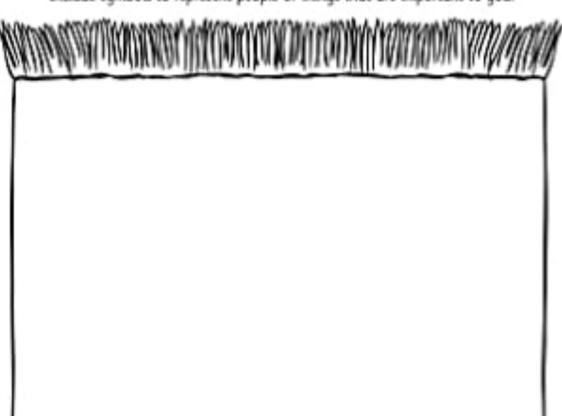
Dear Twinkle,I beleive there are two mistakes on the sheet.
The qibla, is the direction to Mecca and the mihrab is the
place where the Imam stands to lead the prayer. The mihrab
can also indicate the direction to Mecca. Kind Regards

RabiNiam, May 8th 2018



## Design Your Own Prayer Mat

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

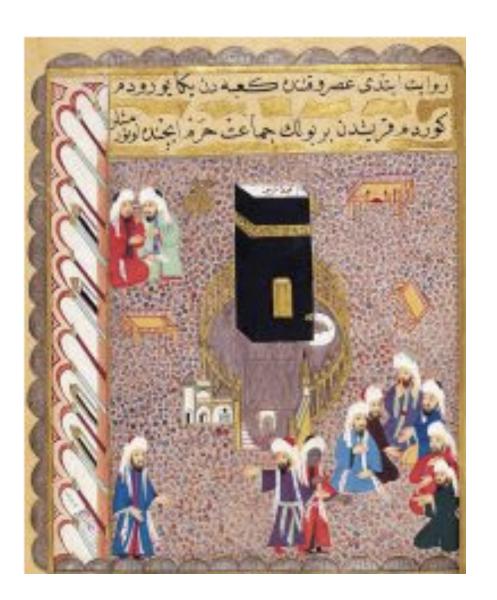


# Principles of implementation

- Privilege thinking over task completion
- Lead to mastery
- Beautiful



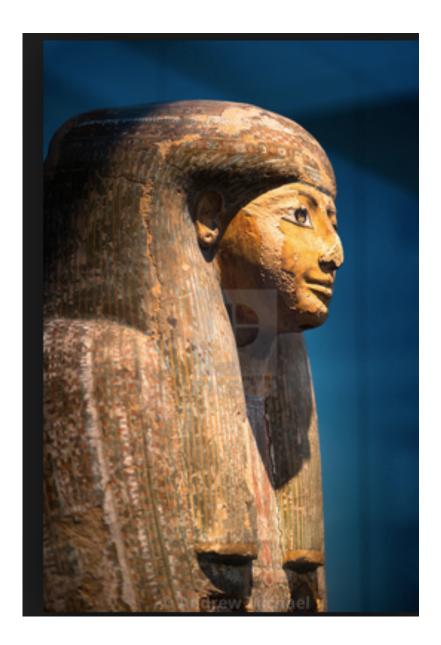














# Teaching History with 100 Objects

The British Museum





## A Greek goddess >

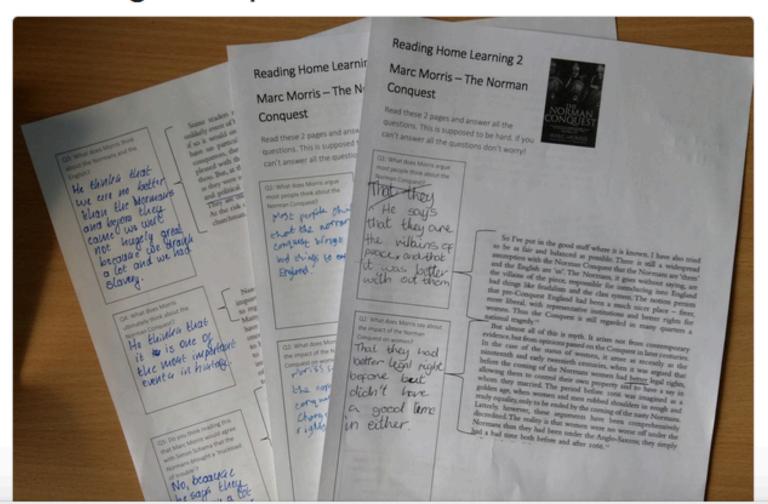
About the object	
A bigger picture	>
Teaching ideas	>
For the classroom	>

'Let me tell you a story...

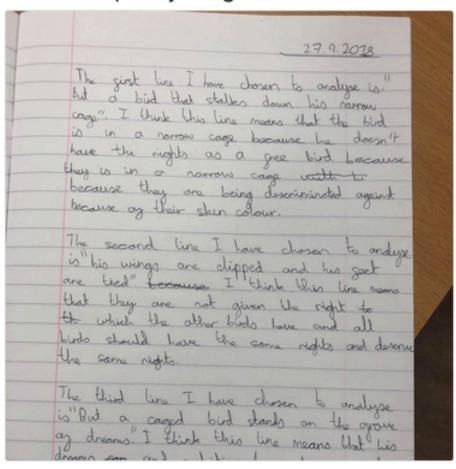
Texts as the beating heart of the lesson'

# Demanding texts

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.



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













## Concepts





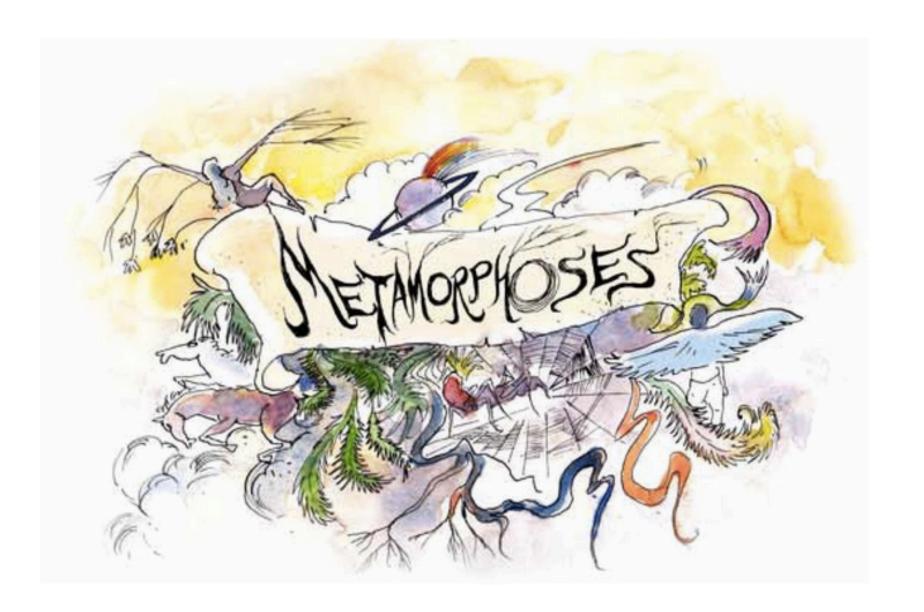
# Hidden gems

## Etymology

## Some examples ....

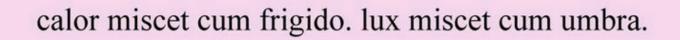
Dinosaur Isosceles Incarnation Migration Hubris





So I am to tell these tales to you, which makes me the narrator of this little book. You might know the word narrator, but did you know that it comes from the Latin word "narro" which means "I tell a story"? The word for book is "liber", which gives us another common English word. Maybe you can guess what it might be.

in initio est chaos. non est terra, non est aqua, non est caelum. non est luna, non est sol. aer, terra et oceanus sunt in una mole.



tandem Natura separat undam, caelum et terram, et ponit lunam et solem in caelo.

aer = airaqua = water

caelo/caelum = sky

lux = light

miscet = mixes

natura = nature

calor = heat

cum = with

frigido = the cold

non = not

oceanus = ocean

ponit = *places* 

est = there is

et = and

in = in

separat = separates

sol = sun

sunt = are

in initio = *in the beginning* in una mole = in one mass

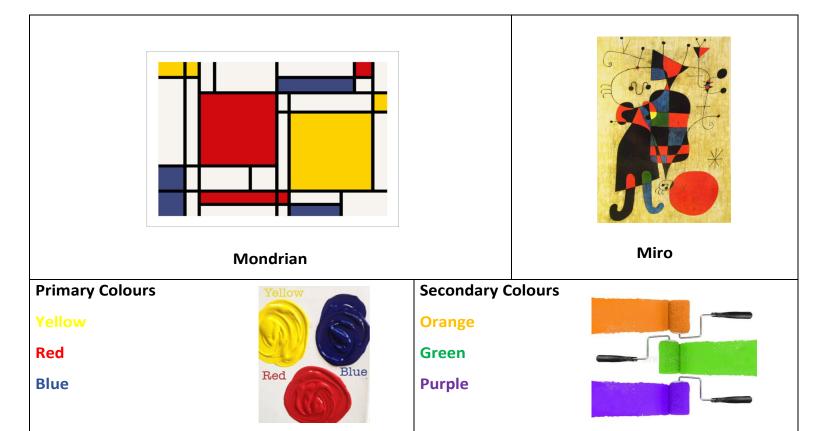
luna = moon

tandem = at lastterra = landumbra = shadow

## Knowledge organisers



#### **Knowledge Organiser – Colour (Visual Arts - Reception)**



robus rocupatury for a unit on apartificia boath riffica.

A Timeline o	of Aparth	eid in South Africa	Anti-Aparthei	d Activists		
1948	1. Natio	1. National Party is elected into government and creates apartheid		dela	Lawyer, defendant, prisoner, President	
1952	2. The African National Congress (ANC) launch the Defiance Campaign		2. Winnie Madi	kizela	South Africa's first black social worker	
1955	3. Mandela is put on trial for treason at Pretoria		3. Walter Sisulu	ı	African in Robben Island prison to 1989	
1960	4. Sharpeville Massacre: 69 South Africans shot and killed by police		4. Chief Albert	Luthuli	President of the ANC from 1952-1967	
1960	5. Mandela and ANC burn their passbooks, and 100,000 Africans join in		5. Oliver Tambo	)	President of the ANC from 1967-1992	
1960	6. The National Party apartheid government ban the ANC		6. Ahmed Kathi	rada	Indian in Robben Island prison to 1989	
1961	7. Mandela forms Mkhonto we Sizwe, Spear of the Nation, for sabotage		7. Desmond Tu	tu	Archbishop won 1984 Nobel Peace Prize	
1963-4	8. Mandela is put on trial at Rivonia for treason, violence and sabotage		8. FW De Klerk		President who ended apartheid in 1990	
1964-1990	9. Mand	dela is put in Robben Island prison with Sisulu & Kathrada	MANDELA QUE	MANDELA QUOTATIONS		
1969-1978	10. Man	10. Mandela's son Thembi and mother die, and daughter Zeni marries		"A free, democratic South Africa belongs to all who live in		
1976	11. Sow	eto Uprising: hundreds of children shot and killed by police	Charter, 1955	it, black, white and Indian. Every man and woman shall have the right to vote. The people shall govern!"		
1990	12. Man	12. Mandela is released from prison by FW de Klerk  13. Mandela wins the Nobel Peace Prize		"Why did we form Umkhonto we Sizwe? What were we, the leaders of our people to do? Were we to give in to		
1993	13. Man					
1994	14. Man	dela is elected first black President in South Africa's history	Opening	force, or were we to fight it and if so, how?"		
1995	15. Sout	15. South Africa win the Rugby World Cup, held in South Africa		"Africans want to be paid a living wage African men		
POLITICAL VOCABULARY			2. Middle (20th April	want their women and children to live with them African		
1. aparth <u>eid</u>		acial segregation of schools, hospitals, parks, beaches, buses	1964)	women want to be allowed out after 11"		
2. segregation		ystematic sep <u>a</u> ration	3. Rivonia Trial Closing		ght against white domination, and I have inst black domination."	
3. gover <u>n</u> ment		he political party with the most MPs in parliament	4. Rivonia	Trial Ending  But if needs be, it is an ideal for which I am prepared to die."		
4. political party		group organising to win an election to parliament	Trial Ending			
5. oppression		ruel denial of rights				
6. sabotage		destruction of property, avoiding murder		LEGAL VOCABULARY		
7. strike		refusal to work in protest	1. defendants			
8. authorities		he government, state or people in charge	2. verdict 3. sentence	The decision if the defendant is guilty or not guilty  The punishment for the crime if the verdict is guilty		
9. defiance		efusal to obey orders	4. judge	An experienced lawyer who decides the sentence		
10. treason		llegal violence against the government	5. jury	inexperienced people who decide the verdict		



## Beautiful work



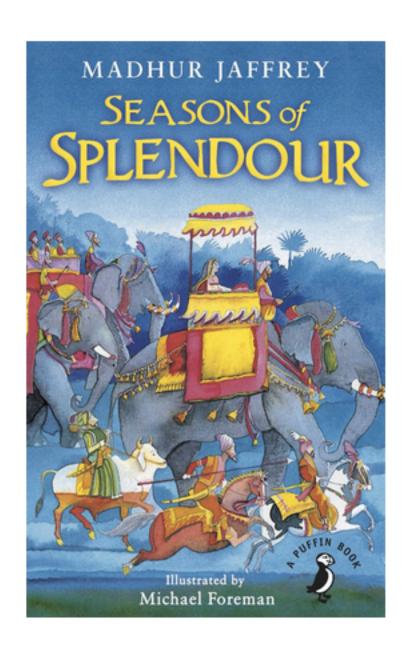
## Our brains privilege story



'Let me tell you a story...

Texts as the beating heart of the lesson'





THE MILLION COPY BESTSELLER

#### Yuval Noah Harari

# Sapiens A Brief History of Humankind

'I would recommend Sapieus to anyone who's interested in the history and future of our species' BILL GATES



E. H. **GOMBRICH** A LITTLE HISTORY THE WORLD

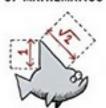


THE SUNDAY TIMES BESTSELLER
SHORTLISTED FOR THE BBC SAMUEL JOHNSON PRIZE

### ALEX'S ADVENTURES IN NUMBERLAND

DISPATCHES FROM THE WONDERFUL WORLD
OF MATHEMATICS

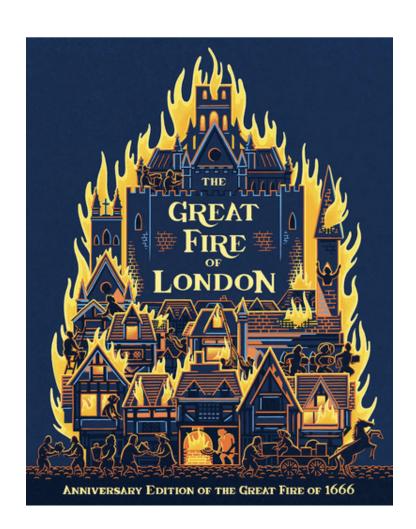
'Original and highly entertaining' Sunday Times

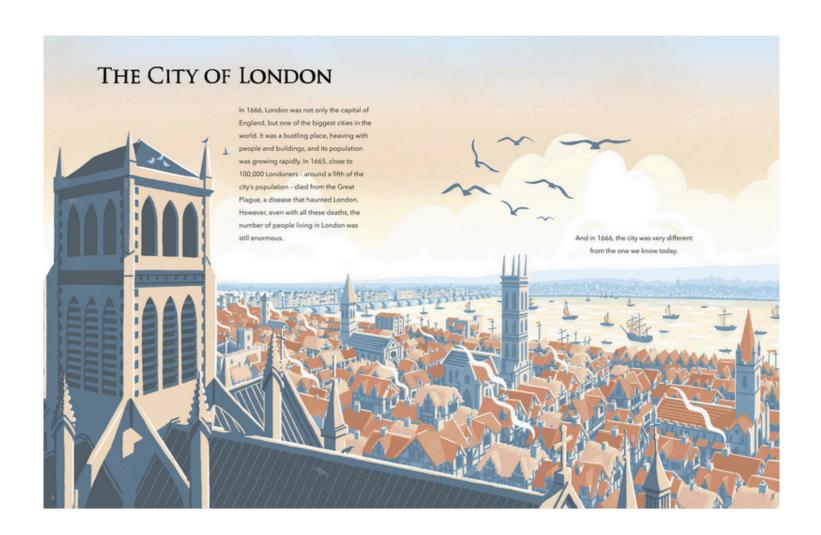


'Will leave you hooked on numbers' Daily Telegraph

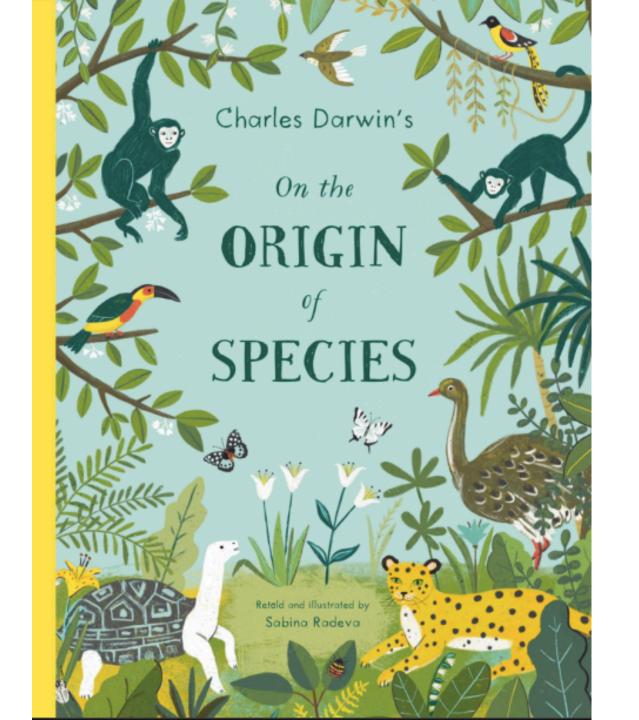
ALEX BELLOS

BLOOMSBURY



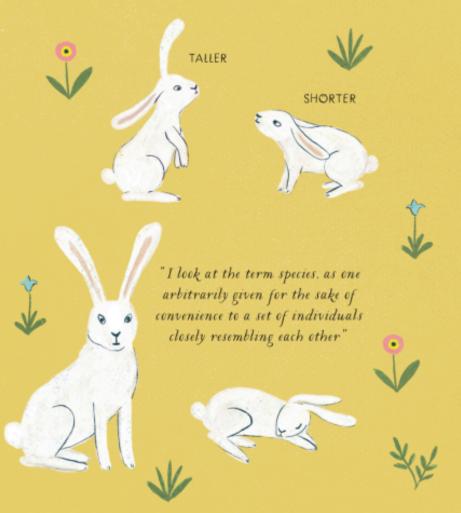


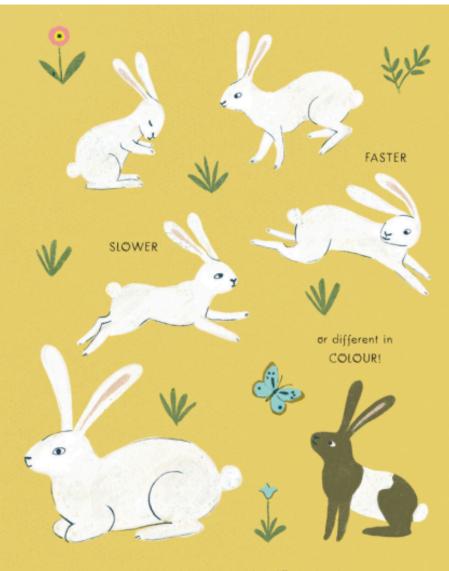




In his book, Darwin explains that species are groups of living things that look alike and can have babies together. But even if they belong to the same species, no two animals are exactly the same.

Look closer and you will see some are:





These differences are known as variations.



For most of human history, many people believed that everything in the world was created all at once. They thought that plants, animals and people were always the same as they are now.

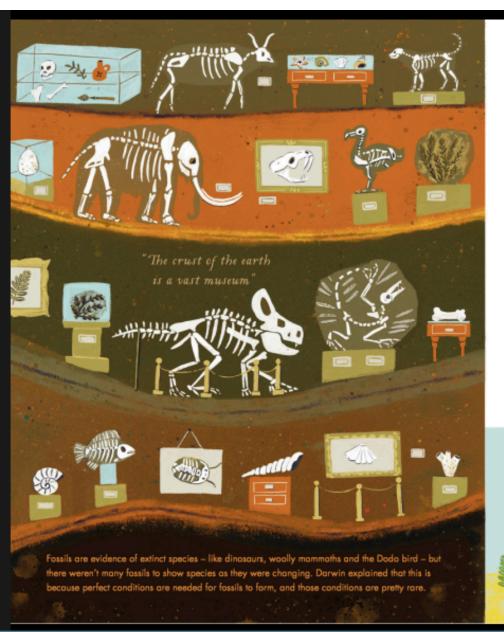
But there were a few clever and curious scientists around who challenged this idea.



French biologist Jean-Baptiste Lamarck liked the idea that some animals evolved by using certain body parts more than others. It turned out he was a little off the mark with that theory, but it certainly did get people thinking!

\* See Appendix VI

It was right to notice that living things changed – or evolved – over time, but nobody was quite sure how this happened.



#### Imperfections of the Geological Record



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

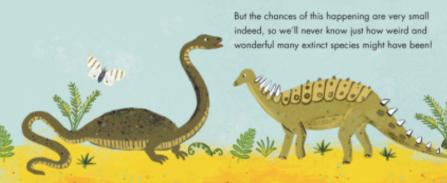


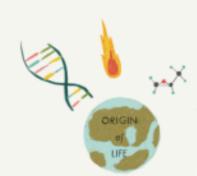
When animals die and get covered in layers of sediment, like a blanket, they can be preserved in sedimentary rocks.

















#### 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

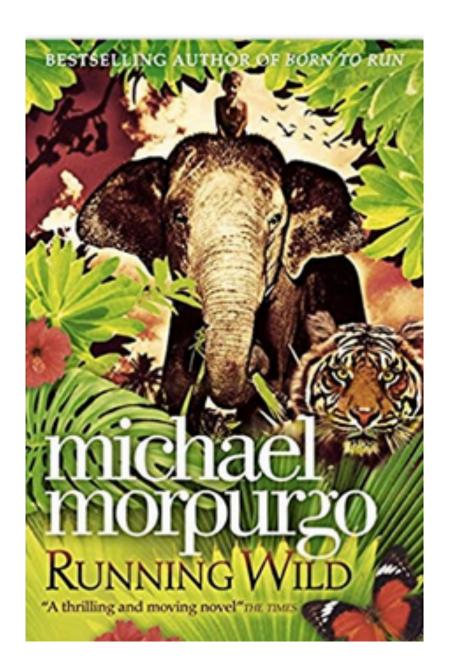
No, humans did not evolve from monkeys as we know them now. All primates shared a common ancestor some 25 to 30 million years ago, and both monkeys and humans evolved from this animal in lots of different ways, until we became the species we are today. Modern primates, like monkeys and apes, are more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

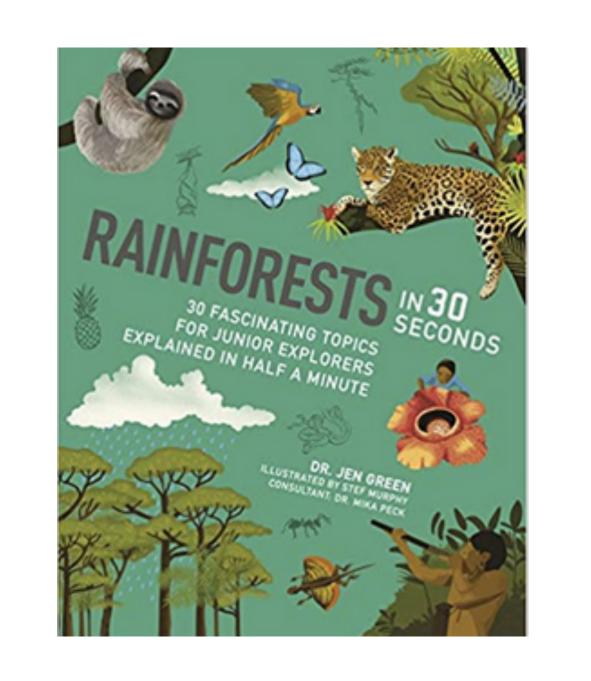
#### Evolution is when one kind of animal gives birth to another kind of animal

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.





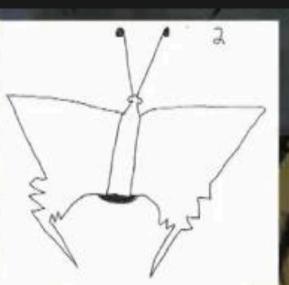


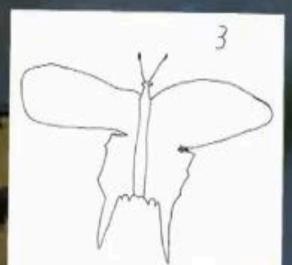
'What would you love to teach?'

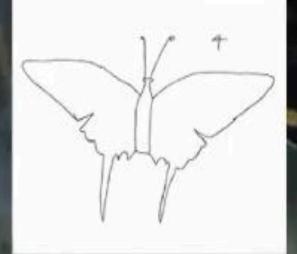
## Inspection focus....

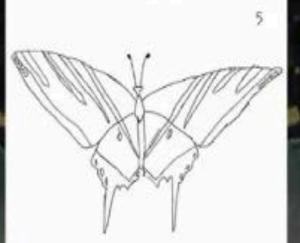
Intent Implementation Impact Austin 9-30a

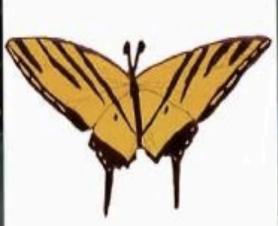












## Internal

- Pupils' work
- What they say
- What we observe: can they do something on their own terms?



## The data myth

Progress is not linear

# The data dilemma



## The data dilemma

Data deluge

AND a data drought

'Every data conversation should be a curriculum conversation'

**Christine Counsell** 



# Comparative Judgement









Whole Class Feedback Sheet Date: Lesson:

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



## The allegory of the guitar



### 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'



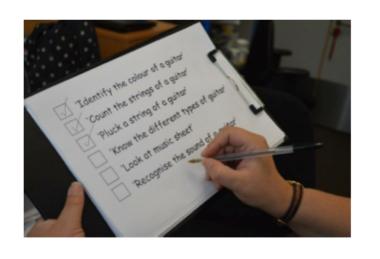
Over time, 'Learner A' had met most of the outcomes on the first 8 pages of the list.

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!"





Mary Myatt

## School improvement update

#### January 2019

Dogolog support for self-maluation and school improvement advice for all staff lockuling governors.

#### DfE headlines

The Pre-key stage 1 standards for 3858/2859 have been published. These are for pupils working below the overall standard of the national curriculum assessments but are wrigaged in subject-specific study.

The Teacher Early Career Framework has now been published with early career development and support at its heart.

#### Inspection headlines

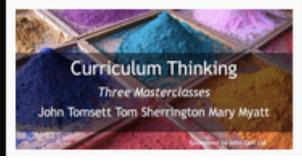
The proposed inspection handbooks have now been published. These are for early years, resentanced schools and academies, non-association independent schools and further education and skills.

Officed is certaing elevation its proposable for changes to the education impaction financework from Beptember 2009. The consultation is open until 5 April 2009. Officed is been to hear from all those involved in the declar.

There are a number of accompanying documents including an over view of the research evidence underpairing Officed's proposed education inspection framework.

#### Helpful links

With the focus on the coviculum, I shall be opening at a conference in central Loedon on 11 June 2009 with Julin Turesett and Ture Sherrington. The cost per delegate for the day 599 including bunch and can be booked through Eyestlerite.



### Mary Myatt

#### The Curriculum

An exploration of principles and practice in this important debate

#### Resources

The Curriculum Hopeful Schools High Challenge, Low Threat

#### **Updates**

School improvement updates

#### Mary Myatt's Blog

Things I notice in schools

#### Feedback

What people say

#### Contact

★ MaryMyatt Email: mary@marymyatt.com Phone: 07766 338965

### About Resources Blog Feedback Contact ABCOM



#### Curriculum webinar slides

Available here

#### Subject quotes

Prompts for discussion about the importance of individual subject-quotes

#### Subject associations

Links to subject-associations

**Read More**