

# Working towards a sequenced Newman curriculum

Creating cross-curricular cohesion  
in the NCC curriculum

# Timeline

- **OCTOBER 21st Departmental Meetings:**
  - Prep Department documents
  - Prior discussion on knowledge and skills strands
  - Knowledge Strands; Skill Strands > **Curriculum Map Summary**
- **NOVEMBER 1st Staff Training: TODAY**
  - 9-10.00 - How students learn; Purpose of the curriculum; Working towards a sequenced curriculum
  - 10.50 - 2.30pm - Marketplace two way curriculum exploration
  - (Lunch 12.20-1pm)
  - 2.30-3.05 - Faculty focus and consolidation
- **NOVEMBER 4th Departmental Meetings:**
  - Clarification of cross curricular themes/foci
  - What impact for students?
  - Implementation of changes in curriculum delivery or sequencing > Add “Sequencing” column to Curriculum Map

PLEASE SIT ON YOUR ASSIGNED DEPT/FACULTY TABLE

|                   |                 |                        |                |                               |
|-------------------|-----------------|------------------------|----------------|-------------------------------|
| <b>1 BUSINESS</b> | <b>SCIENCE</b>  |                        | <b>ENGLISH</b> | <b>3 COMPUTER<br/>SCIENCE</b> |
|                   |                 | <b>8 MFL</b>           |                |                               |
| <b>2 ART</b>      | <b>RE</b>       |                        | <b>MATHS</b>   | <b>7 Perf Arts</b>            |
|                   |                 | <b>5<br/>GEOGRAPHY</b> |                |                               |
| <b>4 DT</b>       | <b>PATHWAYS</b> |                        | <b>PE</b>      | <b>6 HISTORY</b>              |

# FACULTY/DEPARTMENTAL GROUPINGS

Department Groupings and Staffing:

Art - IF, SL,

Business Studies - MC, CA2, ME

Computer Science - GL

DT - EH, JW, SOB

English - DK, JJ, SC2, SW, JB, JE, PM +II +CA HK

Geography - JW, FF, SJ, AD + OZ

History - WC, DA, NON, DC, MLK RP

Performing Arts - CBF, CT, ZJ, HH, GK + MO +PGCE BL

Maths - NV, EP, BDeK, DJ, DL, CA, RA, +JGr +JGi JA LJ TK

MFL - Karima, MS, CD

Music - CB

Pathways - AS2, MJ, KN, SC, KOM, AZ, NB, EM, GE

PE & Sport Science - MF, McC; AA, CJ, CF, TL ABS

RE - KH, JOC, VRL, SG, JR

Science - AS, ZS, NH, PW, RO, J-MA EBS PL

## Key:

Green = Staff static on their tables  
(will not rotate with groups)

**Bold** = SLT

Blue = Support Staff

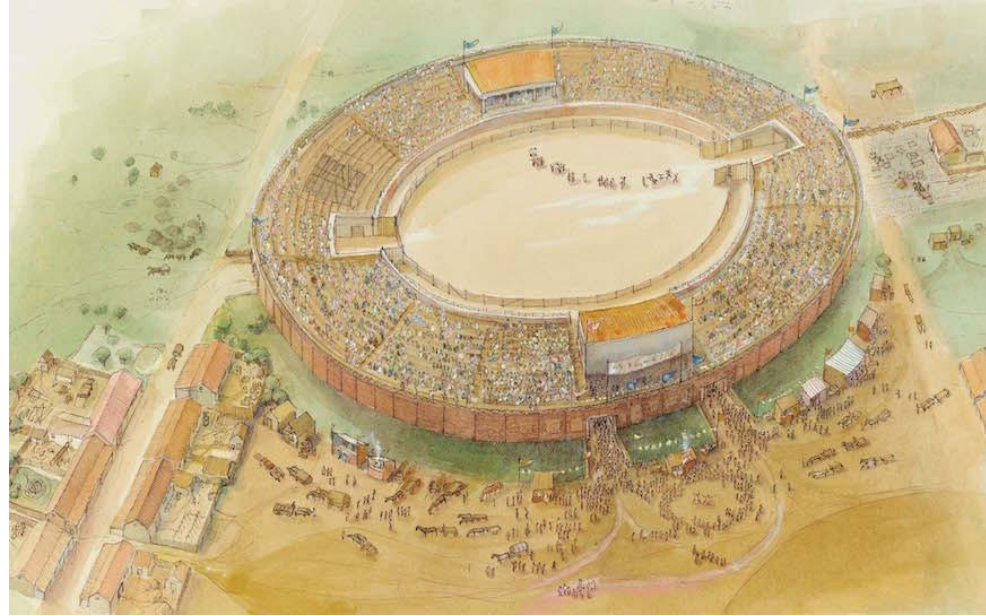
Red = ECTs

Is your name missing?

Please see Mr Dunne

# Curriculum development

Our journey.  
November 1st 2021





- 'Curriculum' derives from the Latin 'currere' meaning a race or a course on which a race is run.
- The Latin verb 'currere' means to 'run' or 'proceed'.
- The word is replete with a sense of movement.

# Christine Counsell

First, it underlines the importance of the journey: to take a short-cut would be to miss the point. The specified ground must be conquered or the race can be neither run nor won. All the running matters. If we tell the runners to practise only the final sprint, we not only miss the point of the whole race, we miss opportunity for many more runners to finish and finish well.

Second, it reminds us that curriculum is not a mere aggregate of things. Its temporal character is a key property. Curriculum is content structured over time.

Third, it points to the curriculum as continuous. Not just a sequence or a chronology, it's much more like a narrative. Curriculum is content structured as narrative over time.

So what of our collective journey to date?



# Intent



In 2019 we began to examine our intent. Staff training & departmental time examined the following issues :

- How are we constructing our curriculum to ensure that all pupils ( particularly disadvantaged ) have the knowledge & cultural capital they need to success in life ?
- How is our curriculum coherent planned and sequenced towards cumulatively sufficient knowledge & skills for future learning & employment ? ( schemata )
- How is our curriculum adapted to meet the needs of pupils with SEND ?
- Do all our pupils study the full curriculum ?



# “Powerful Knowledge” - Michael Young

Powerful knowledge in Young’s conception has three key features:

1. It is distinct from the commonsense knowledge we acquire through our everyday experience – and as such needs to be taught.
2. It is systematic – its concepts are systematically related to each other in groups that we refer to as subjects or disciplines.
3. It is specialised. In other words it is knowledge that has been developed by clearly distinguishable groups, usually occupations, with a clearly defined focus for field of enquiry.



Students should be able to learn therefore about the constructed and mutable nature of knowledge, and not have knowledge presented to them as a finished article. This gives us our distinction between substantive and disciplinary knowledge.

We are pursuing the empowerment of our students to see beyond the everyday, to transcend the prosaic and make meaning from the world through **engagement in subject disciplines**. **This, as Young urges, should be the entitlement of all.**

# Ruth Ashbee

## Curriculum

### Theory, culture and the subject specialisms



Curriculum is a matter of social and cultural justice. Our students need to be able to leave school to join the “great conversations “ of humanity, to be able to participate in the discourse that underpins current affairs, cultural life, and functioning democracy.

They can leave with all this, or they can leave with very little. The work of ensuring the former is the work of curriculum leadership.



National  
Curriculum



**CONTEXT:** 750 Pupils  
 - 75% EAL (17% National);  
 - Diverse range of ethnicities;  
 - FSM 35% (27% nationally)  
 - SEND: 2.7% EHP; 11.2% SEND K  
 - Deprivation Index & Pupil Base Q5  
 - 94.9% Attendance (Jan 2020)  
 - No Permanent Exclusions 2018+

**INTENT:**  
 We believe that at NCC every young person has an entitlement to the "powerful knowledge" that will transform their lives.  
 Moreover, not only will this "powerful knowledge" liberate their minds but crucially will provide the ability for our young people to engage critically with the world and respond as engaged and active citizens.

**IMPLEMENTATION:**  
**WORLD CLASS TEACHING:** High Expectations; Precision Planning; Intellectual Engagement; Challenge for all and the common good. Blended learning; Synchronous teaching.  
**PEDAGOGY:** Year 7 form groups set; Concrete pictorial abstract model; Sequenced curriculum built on prior learning.  
**CURRICULUM LEADERSHIP:** SHARED knowledge; Teacher CPD; Rolling Departmental Reviews (RDRs); PPL training and strategies; Learning walks; Book scrutinies; new staff induction; Emergency COVID Timetable; Curriculum Timetable.  
**FOCUS GROUPS:** BCB; PP; WBB; SEND; MAS; Matched Data; WBB WELLBEING: Mental Health Menu; COVID recovery sessions; PE & Fitness programme  
**CURRICULUM:** 3x options pathways (KS4) School within a school (EAL projects) Inclusion; MAS; Disadvantaged students; Curriculum Widening for vocational SEND learning from 2021-22  
**LITERACY - KS3:** Literacy focus: Subject Specific Vocab Application Reading: Reading for Pleasure; Whole School Read; Acc Reader; Lexia; whole school read (Tin); Premier League Reading Stars.  
**KS4:** Literacy focus: Subject Specific Vocab Progression Whole School Read: Acc Reader; 7-30 4-30 Strategic use in timetable (Library lessons); Acc Reader focus; Literacy support  
**ASSESSMENT RATIONALE:** To assess learning & to bridge gaps. 4x Data Drops: 2x in-class (informal); 2x formal assessment (1-9 grading KS3-KS4)  
**MAS:** High proportion of Ebacc entries (62% - see SEP); Quality first teaching (WCT); "Master classes" to build expertise  
**INCLUSION:** Precision Teaching; Toe by Toe reading; Peer mentoring; SEND withdrawal lessons; SALT/BOAT/Vi intervention; SEND Homework Club Alternative Provisions: PRP Space; College of North West London (e.g. Construction); The Family School (therapeutic family-led placements); Ashley College (Medical PRU)  
**WRAP AROUND CURRICULUM:** VP/Critical Worker lockdown Provision; Drop Down Days; Enrichment and Work Ready; Summer Schools (Police School for vulnerable pupils; Refugee Summer School)  
**HOME LEARNING:** Google Classroom; independent learning; After School Library Club; GCSE Pod; Maths Watch; Laptop & Chromebook provision; Synchronous Teaching.

**IMPACT—2019-2020 (CAG data)**  
 - PB: 0.57 (MD) 1.2 (Whole Sch)  
 - 58% 5+ 9-4 (inc English & Maths)  
 - 94.5% Attendance  
 - Ebacc entries 55%: 35% (Nat Avg 37%)  
 - Zero Permanent Exclusions 2018+

**AWARDS—**  
 - Outstanding Section 48 Inspection 2017  
 - Diversity Award 2020  
 - Caritas/Jewish Volunteer team of 2021  
 - School of Sanctuary from 2019  
 - IntoUniversity Award of the Year 2018  
 - RRS Gold Award from 2018  
 - Refugee Welcome School from 2018

## Key Stage 2 TRANSITION

Curriculum links (e.g Shakespeare workshops; Music and drama workshops and performances)

Harlesden Hub (lockdown School liaison)

Newman Cup (Primary school sports tournament)

Transition visits (Inclusion and Pastoral team)

Whole School Read and KS2/KS3 literacy events

Planning in conjunction with KS2 SoW from feeder primaries

Shared CPD for Primary feeders

## Key Stage 3 (7/8/9)

**CORE:**  
 English Lang GCSE  
 Maths  
 Science  
 Religious Education

**FOUNDATION OFFER:**  
 Geography;  
 History;  
 MFL (French & Spanish);  
 Music;  
 Art;  
 Physical Education;  
 Performing Arts  
 Design Technology:  
 (Resistant Materials; Graphics; Food Tech)  
 Computer Science

## Key Stage 4 (10/11) 3x Pathways

**CORE GCSE/BTEC:**  
 English Lang GCSE  
 English Lit GCSE and Functional Skills L1/L2  
 Mathematics GCSE & L3 Algebra (MAS)  
 Core Science GCSE (Combined or Single) and Entry Level Certificate

**CORE WEIGHTED:** Religious Education (Catholicity and Judaism);

**EBACC:** (inc Heritage Language GCSE\*)  
 Geography GCSE  
 History GCSE  
 Spanish/French GCSE

**FOUNDATION OPTIONS:** (From 2021-22—SEND vocational curriculum)  
 Design Technology (Resistant Materials; Graphics) GCSE  
 Art GCSE; Performing Arts BTEC; Music GCSE  
 Physical Education GCSE/BTEC Sport Science  
 Technology City and Guilds  
 BTEC Business  
 City and Guilds Vocational Furnishings and Furniture Making L1/L2

## Key Stage 5

**CONSORTIUM OFFER—Maths; Biology; Chemistry; Physics; Computer Science; History; Art; Music; Music Tech.**  
**On site:** L3 Core Maths AS; Computer Science A-Level; Spanish A-Level  
**BTEC L3—Business; Sport Science; Art & Design; Music** (Subsidiary); Performing Arts RSL (21-22); Extended Dip  
**GCSE—Re-sit package** (English & Maths); Science Combined; BTEC Performing Arts; GCSE Art  
**General RE**

**BTEC L2—**  
 Business; PE; CDA; Art (GCSE); Science; Perf Arts; Music L1/L2; Catering L1/L2  
**GCSE—Re-sit package** (English & Maths)

12/13 Paul — 2yr fast track GCSE with EAL

**Destinations - 96.7% into further EET**  
 College, Employment & Training

## END POINTS:

Core Purpose; Job Market;  
 Suitable for Context—Key Skills

→ University 45%

→ College 2.5%

→ Apprenticeships 10%

→ Work & Training 22.5%

3 x NCC Apprentices currently in post with PE & Drama

**Students values:** Positive, Active Citizens; Employability;

## EAL Pathways

**PRE-PROJECT (BQ1/BQ2)**  
 Earliest language acquisition Synthetic Phonics "Leap to literacy" Elements (Sci - KS2); Maths Primary Curriculum or ELC

**INTENT:** Stage not Age - Language acquisition—Mainstream ready;

**2 Year GCSE Package (if in Pathways); 3 Year KS4 (if Mainstream);**

**Personal Development:** British Values; Cultural Capital weekly field trips;

Development of Newman Values; US Charitable Trust; Extended Schools Activities

**Key Stage 3 PROJECT:**  
 Developing language competency KS2-3 Eng/Sci; Maths Primary Curriculum or ELC

## KS4 Projects

**P Newman B - Eng:** Funct Skills L1/L2 + Ma: Edexcel awards or GCSE Found  
**P Newman A/P More A—**  
 Eng: Step Up Entry Levels L1  
 Ma: Edexcel Awards/ELC Entry Levels  
**P Newman A -BTEC** L1/L2 Business; English & Maths

## KSS EAL Provision

BTEC L1/L2 Business;  
 English Functional Skills L2  
 Maths GCSE Foundation

**IMPLEMENTATION -** Induction Data: Suffolk Reading

Test; CATs Tests; Lexia and Phonics

**IMPACT:** Increased language competency;

Edexcel Awards; ASDAN Co Employability

\*Heritage Language can be taken in Year 9/10—Can allow additional option choice, depending on pupil preference. #Progress and assessment evidence also in Google Classroom.

## Curriculum—Development Timeline

Middle Leader training on "Intent" - summer term 2019 Spring/Summer

Departments begin to "Implement" - Departmental maps - Summer/Autumn 2019

All departments use common Scheme of Work template - Autumn term 2019 (Use SoW guidance document)

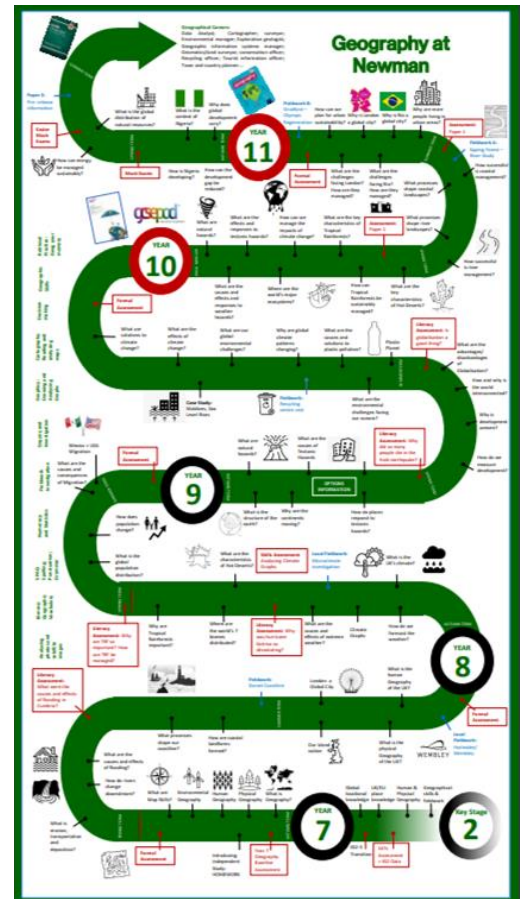
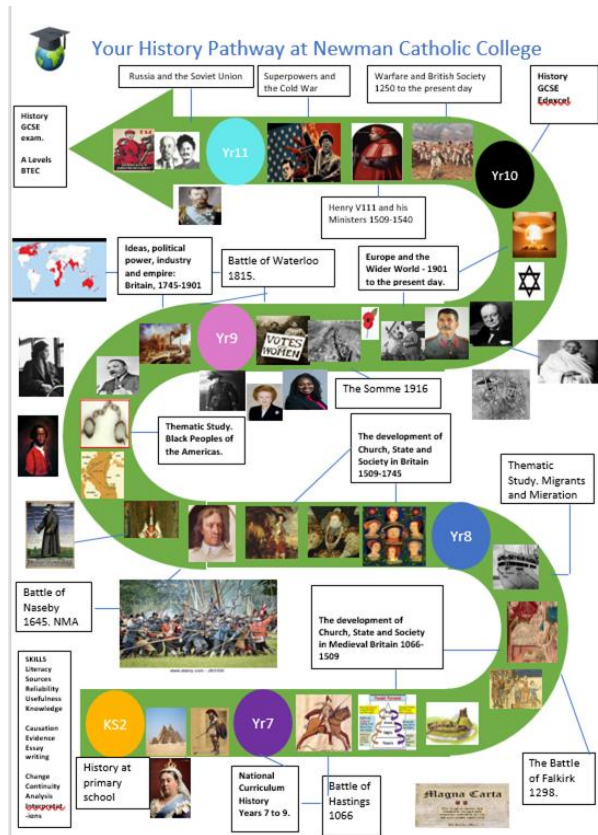
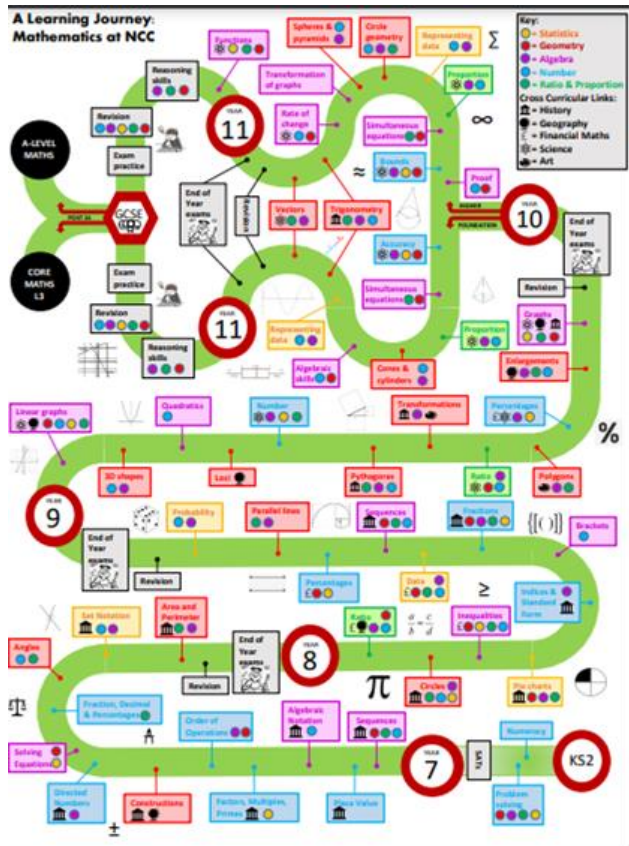
SLT quality assurance of SoW - Autumn 2019/Spring term 2020

All Departments complete visual maps—Spring/Summer 2020

All Departments complete Knowledge Organisers—Autumn Term 2020



# NCC Curriculum Visuals: Maths; History; Geography



# Intent

We believe that at Newman Catholic College every young person has an entitlement to the “powerful knowledge “that will transform their lives. Moreover, not only will this “ powerful knowledge “ liberate their minds but crucially will provide the ability for our young people to engage critically with the world and respond as engaged and active citizens.

Let us now look at some departmental intent statements. These were all written in the autumn of 2019.

We also attempted to create a cohesive overview of our curriculum at this time.

# **Intent:** Visuals, Curriculum maps & Schemes of work: A tripartite approach.

- The next stage in our journey was the development of curriculum visuals (the snake). This is a simple overview. They are for the pupils and should be in textbooks and on display boards. They support the pupils understanding of where they have been , are and going.
- The Curriculum maps have required a lot of heavy lifting. The process of creating a curriculum map is called codification. I will let Ruth Ashbee explain why we codify.



# Why we Codify

Why codify? Writing things down forces the writer to think.

Mapping things out on a document is an aid to thought; great minds have outsourced this mental capacity in this way throughout history, and doing so is an invaluable tool to the curriculum thinker.

Having curriculum plans laid out on a document that can be seen and pointed at facilitates both sharing and development.

It is the job of a leader of a department to develop their teams understanding to a level where everyone can see the progression design into the whole curriculum; where they know what knowledge is being built on now and which knowledge will be built on later; which details to draw out and why; what must be mastered and retained, and what serves as illustration or hinterland rather than as core knowledge.

There are good reasons why such decision-making should not be left to individuals.



1. Quality assuring curricular decisions is not practicable at the point of individual lesson planning
2. Leaving curriculum to chance in this way sets children up to have gaps, jolts and disconnects in their education over the years, as they
3. experience the preferences of one teacher in one year and another in a subsequent year.
4. Content easily drifts into incoherence over the long-term. Indeed, the level of thinking that must go into planning a genuinely coherent and
5. Rich curriculum is enormous, and to imply that the thinking should be carried out as many times as there are teachers in the department is a widely unrealistic approach to the most precious of resources, time and intellect.



# **Intent:** Visuals, Curriculum maps & Schemes of work: A tripartite approach.

- The challenge by Spring 2021 was to revisit the Curriculum maps and ensure that they met the components of the National Curriculum ,were logically sequenced and were ambitious and demanding.
- Simultaneously departments have been reviewing and updating their Schemes of Work. This element of codification is for your daily use.
- This trilogy of visuals , curriculum map and schemes of work are the cornerstone of outstanding departments and permit implementation to take place.



## Ashbee again:

*“Departments in schools with a culture of curriculum meet often to discuss, not administration or generic policies, but what their own subjects, its discourse, their own planning, and reflections on their teaching, and the quality of these conversations rival those in the most elite institutions. Staff read, and read, and read. They actively engage in the subject discourse, through conferences, subject networks and social media. Such schools are exciting and rewarding places to work and attract highly intelligent and committed staff.*

*The culture of the curriculum is one of unashamed intellectualism. It is to say the staff are encouraged and supported to engage in intellectual activity, in their reading and involvement with the subject community, in the planning and their teaching.*

*Leaders immerse themselves in reading widely and engage in both subjects and leadership discourse.”*





# Next steps



- Maintain dialogue and study of our curriculum maps.
- Begin to develop new thinking around interdisciplinary knowledge. As the OECD stated in 2018 “ *Identifying multiple solutions to complex problems requires thinking across disciplines, or “connecting the dots”*. The report continues “ *Students can learn to identify interconnectedness among various concepts across disciplines. In education as in life, everything is interconnected (see the OECD Future of Education and Skills 2030 project background). Since disciplines influence each other, it can be useful to present knowledge in an interconnected way, reflecting the complexities of the world in which we live.*”

# Next steps

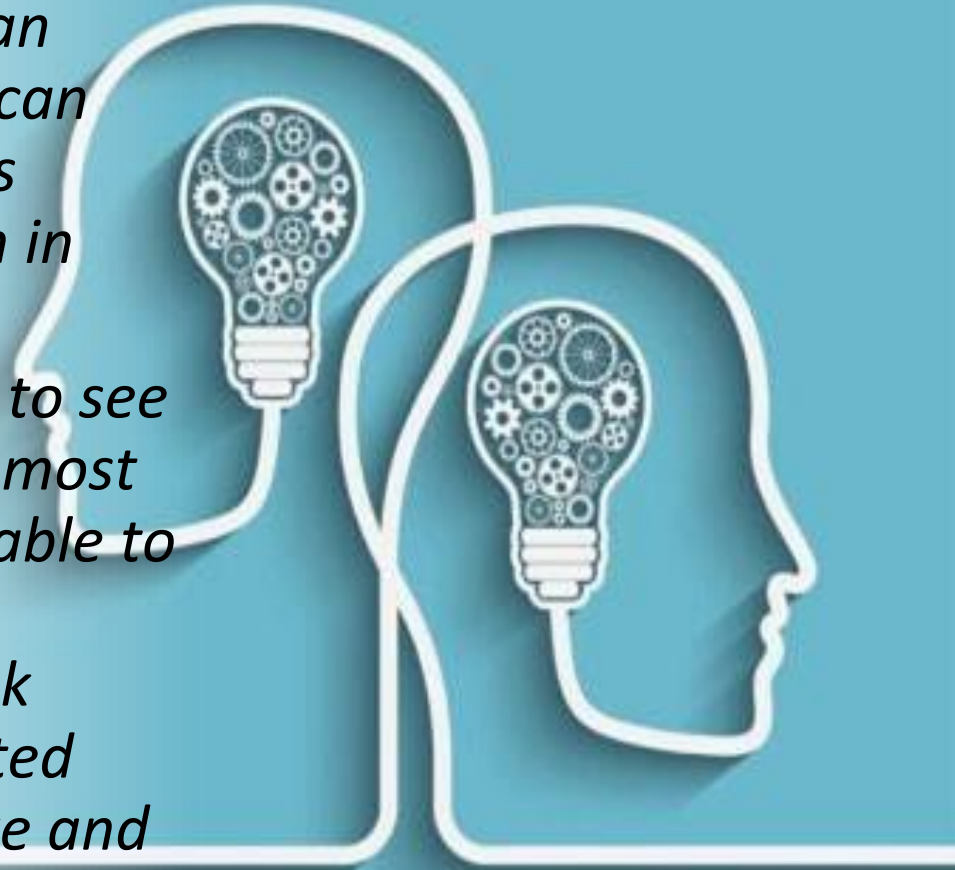


- It is our ambition for every pupil in this school to be a polymath and we believe that today's interdisciplinary curriculum thinking will help begin that process.
- *"It's in Apple's DNA that technology alone is not enough - it's technology married with liberal arts, married with the humanities , that yields us the results that make our hearts sing" - Steve Jobs*

*“Because I **know** these things, I can **think** about them. And because I can think about them, I can draw links between them and combine them in interesting ways.*

*Without this knowledge, if I were to see or hear them referred to, I would most probably draw a blank and be unable to continue without recourse to the internet. And knowing how to look something up is pale and desiccated next to having the information live and breathe inside of us.”*

**(E. D. Hirsch)**



# A Knowledge-rich Curriculum

*'is a rigorous curriculum that does two key things. First, it maintains **high expectations for all learners**. Second, it deliberately builds their knowledge and vocabulary'*



*'What we teach matters: How quality curriculum improves student outcomes.'*



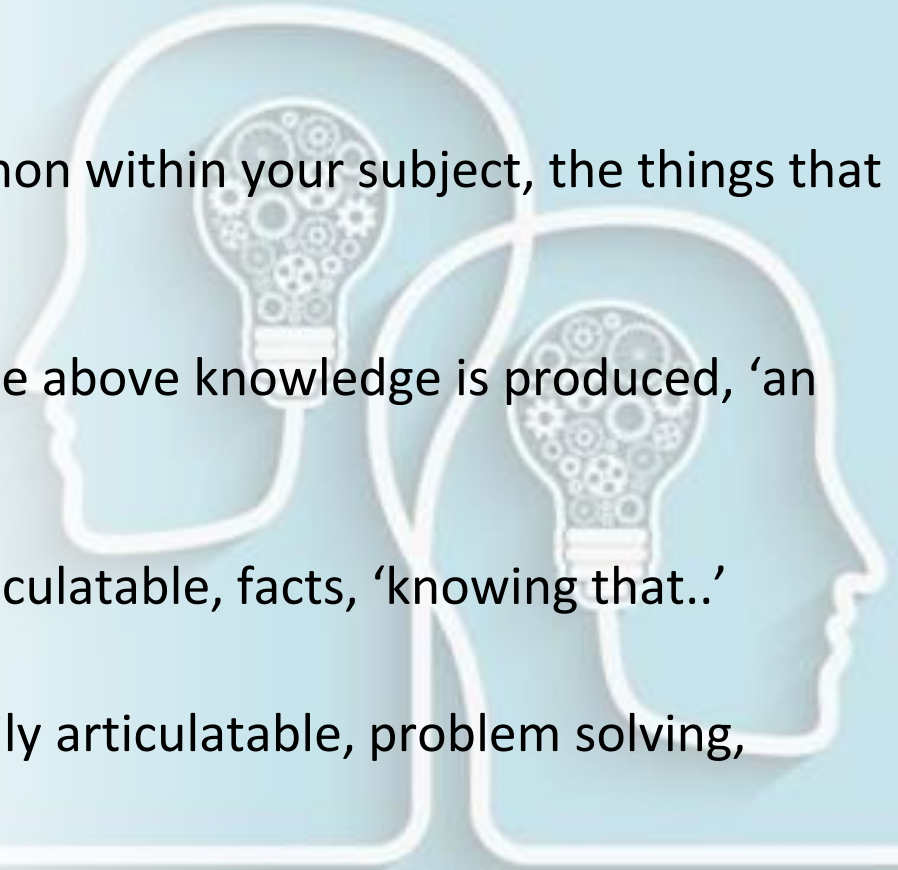
# Knowledge and skills – the debate?

- Knowledge is *not* more important than skills
- Skills are *not* more important than knowledge
- Knowledge MUST come first
- Without knowledge you cannot teach a skill



# 'Types' of knowledge

- **Substantive knowledge** – the canon within your subject, the things that are worth studying
- **Disciplinary knowledge** – how the above knowledge is produced, 'an ongoing truth quest'
- **Declarative knowledge** – the articulatable, facts, 'knowing that..'
- **Procedural knowledge** – not easily articulatable, problem solving, analysing, 'knowing how...'





# 'Types' of knowledge

These aren't 4 separate 'types' of knowledge

**Futhermore:**

Declarative can be both substantive and disciplinary

Procedural can be both substantive and disciplinary



# **‘Types’ of knowledge – an example**



**Substantive knowledge** – the canon within your subject, the things that are worth studying **e.g respiration**

**Disciplinary knowledge** – how knowledge is produced, ‘an ongoing truth quest’ **e.g knowledge scientists need to collect evidence such as changing one variable whilst keeping everything else same**

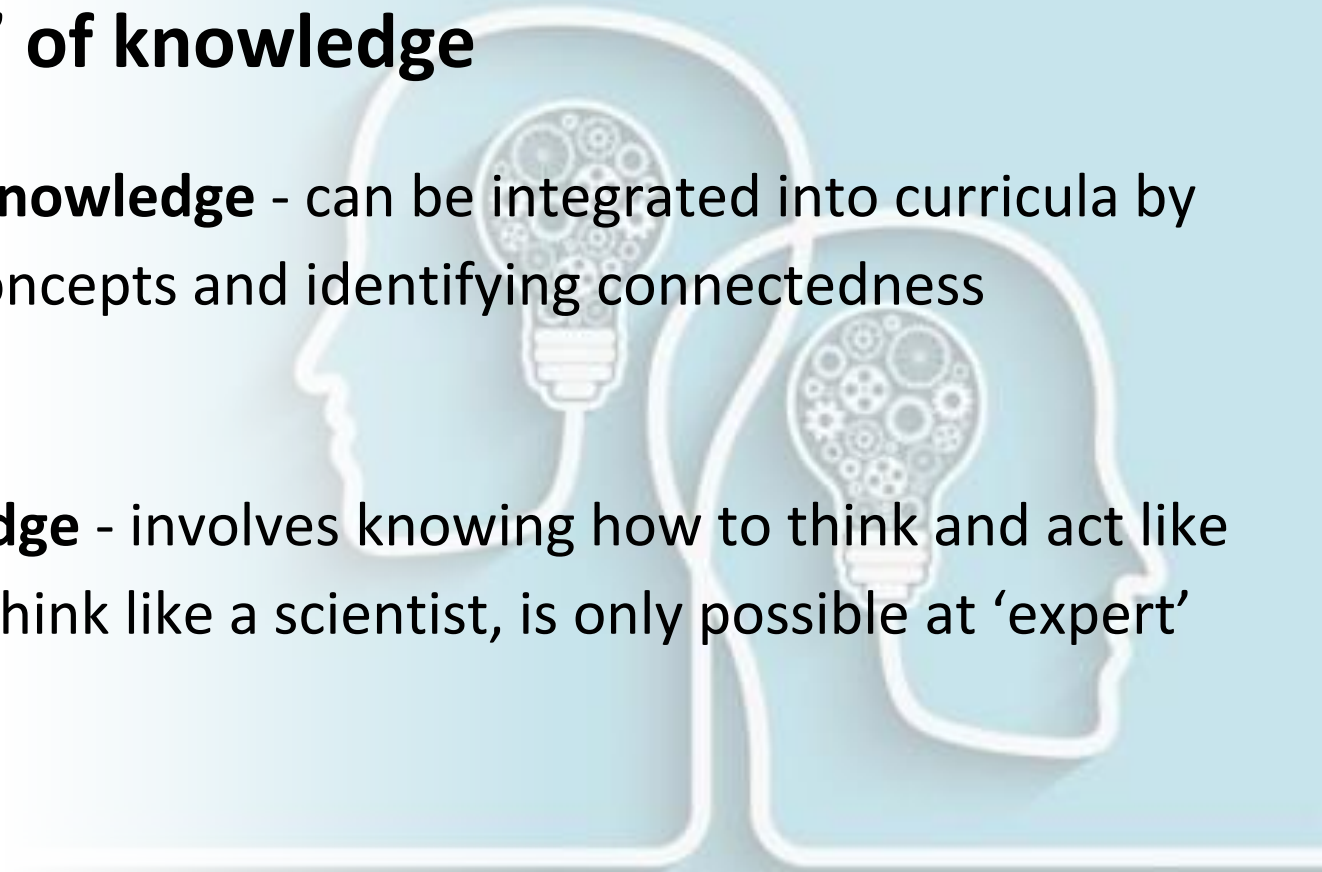
**Declarative knowledge** – the articulatable, facts, ‘knowing that..’ **e.g respiration is...**

**Procedural knowledge** – not easily articulatable, problem solving, analysing, ‘knowing how...’ **e.g. if I change a variable the result will be affected**

## Further 'Types' of knowledge

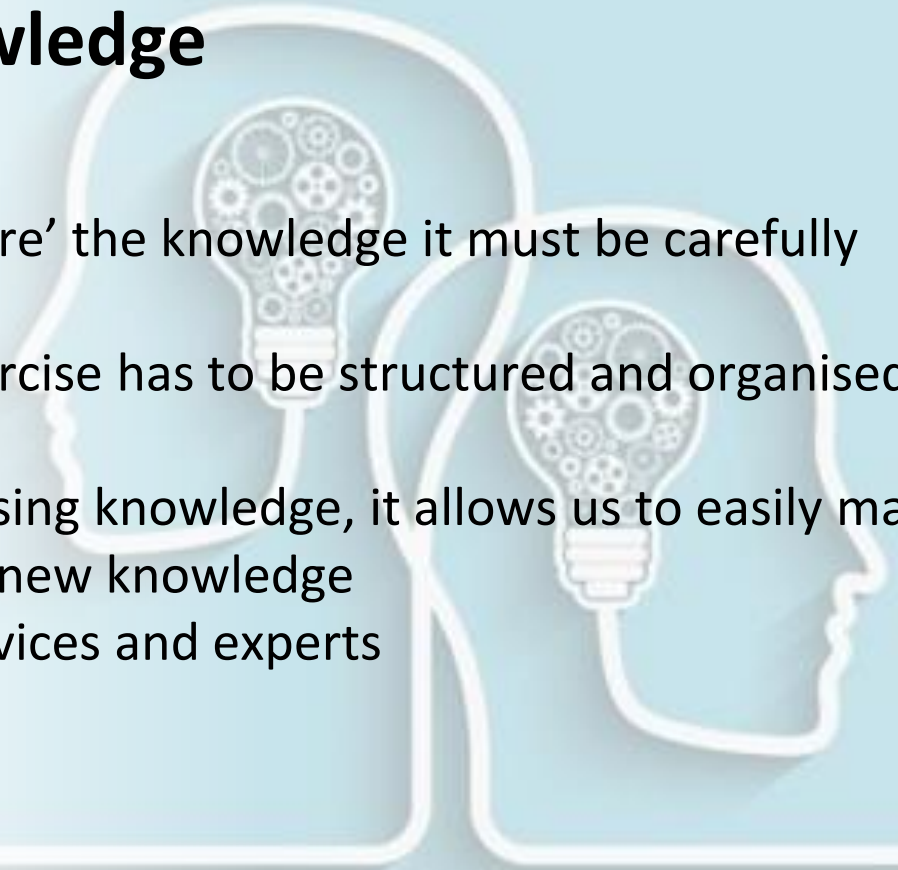
**Interdisciplinary knowledge** - can be integrated into curricula by transferring key concepts and identifying connectedness

**Epistemic knowledge** - involves knowing how to think and act like a practitioner e.g think like a scientist, is only possible at 'expert' level



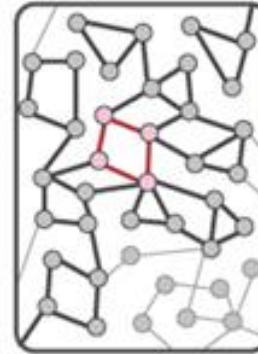
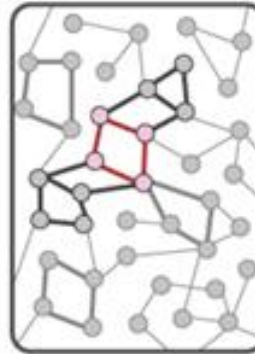
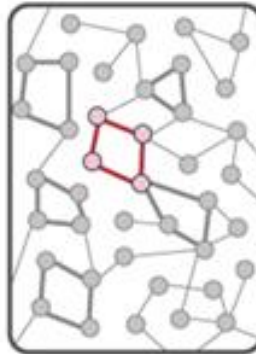
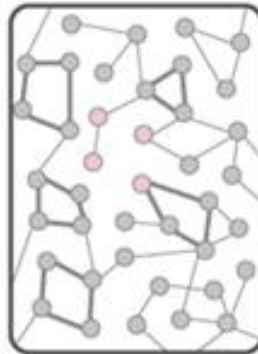
# Sequencing of the knowledge

- In order for students to 'acquire' the knowledge it must be carefully planned and sequenced
- Every topic, concept, skill, exercise has to be structured and organised to build on schema
- Schema is a method of organising knowledge, it allows us to easily make connections when faced with new knowledge
- Schema looks different for novices and experts



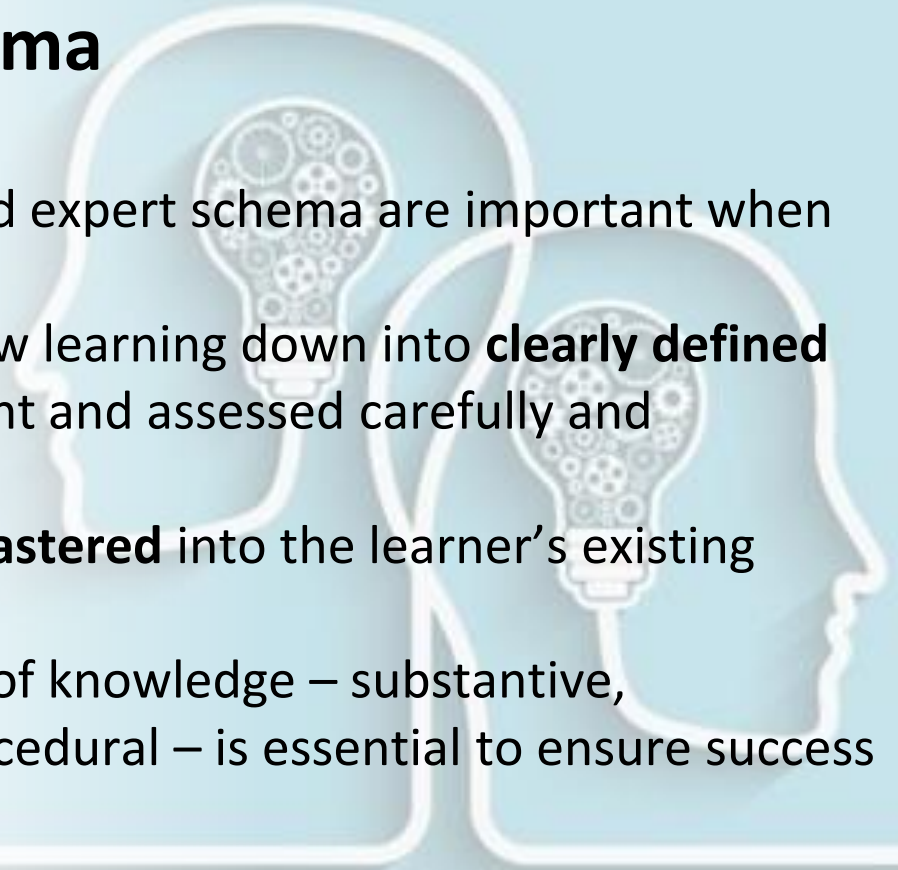
# Novice and expert schema

Model of memory representation in long-term memory store



# Novice and expert schema

- The differences in novice and expert schema are important when sequencing knowledge
- This will involve breaking new learning down into **clearly defined components** which are taught and assessed carefully and deliberately
- Each component must be **mastered** into the learner's existing schema before moving on
- The order of the placement of knowledge – substantive, disciplinary, declarative, procedural – is essential to ensure success



# Working towards a sequenced curriculum

Subject examples of the need for  
cross-curricular cohesion

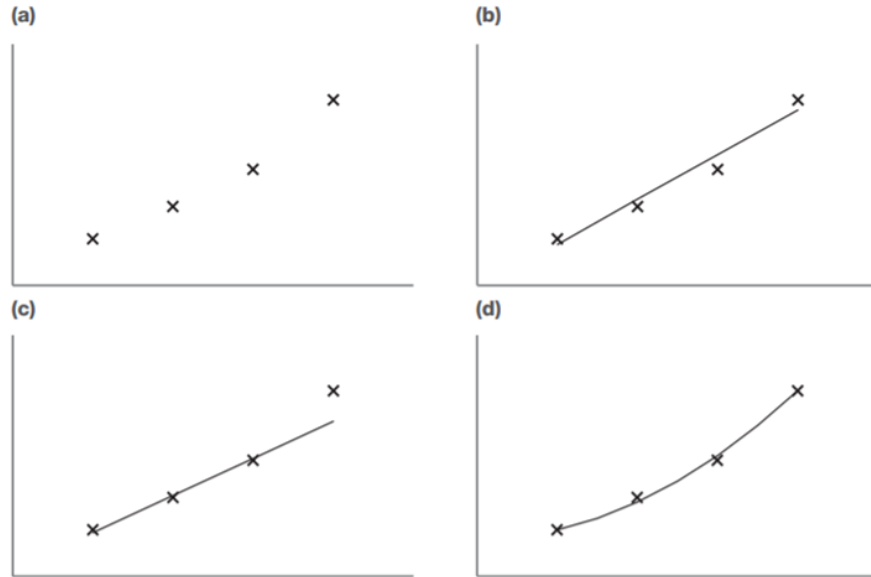
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- **NOVEMBER 4th Departmental Meetings:**
  - Clarification of cross curricular themes/foci
  - What impact for students?
  - Implementation of changes in curriculum delivery or sequencing > Add “Sequencing” column to Curriculum Map

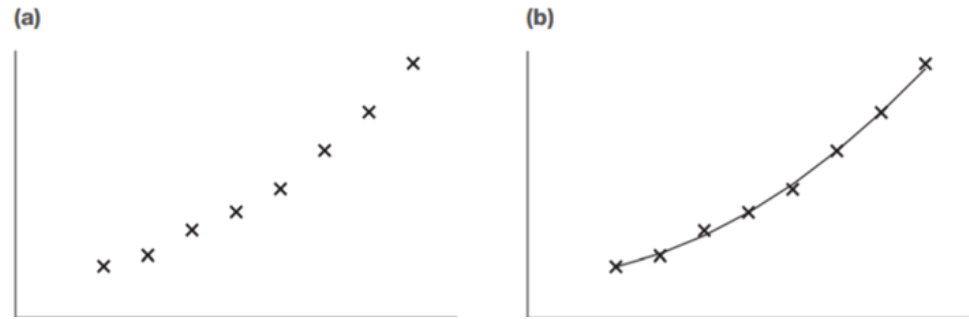


# Lines of Best Fit

**Figure 7.14** It is hard to identify a relationship with a small number of data points



**Figure 7.16** A curved line of best fit



Geography = **Straight**  
Science = **Curved**  
Mathematics = **Straight**

# Sequencing: Energy and Resource Management Sci/Geo

## ENERGY RESOURCES

Energy resources help **improve the quality of life** of humans by providing us with the means to produce heat and electricity, power life, and use technology.

Demand for energy resources is **rising globally**, but supply can be **insecure**, which can lead to problems and conflict.

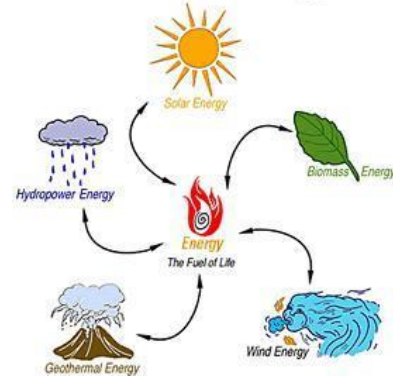


Electricity Power Lines

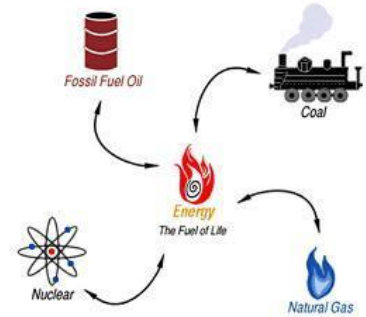
Geography Revision [geography-revision.co.uk](http://geography-revision.co.uk)



## Renewable Energy



## Non-Renewable Energy



## SCIENCE:

**Physics:** Energy and Fuels: Generating energy and domestic energy

**Chemistry:** The competing demands for limited resources. Renewable and non-renewable energy sources used on Earth, changes in how these are used.

## GEOGRAPHY:

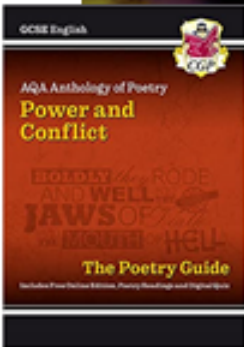
### AQA Paper 2 “Challenges in the Human Environment”

In this section, students are required to study **Resource management** and **one** from **Food** or **Water** or **Energy**.

**ENERGY:** Energy mix & Sustainable energy; Exploitation of energy sources.

# How does the English department teach students to write a piece of analysis based on a text or extract?

- In English, analytical writing is a skill that is developed over time.
- It is a writing framework tool.
- Analytical writing in English means students look at parts of a taught text or an unseen extract and are able to answer a question on it. For example, language analysis, character or theme analysis.
- Analytical writing is taking the knowledge they have learnt and putting it into practise.
- The knowledge of what good writing includes as well as context (social, political, historical).



# How does the English department develop students analytical writing over time?

## How are the witches presented in Macbeth?

*"What are these? so wither'd and wild in their attire"*

Shakespeare presents the witches in Macbeth as mysterious and dark characters. This is seen when they are described as "wither'd and wild" in the opening of the play. The use of these adjectives dehumanises them and lowers them to animals who are dangerous and do not belong in society. During the Jacobean period, many women were accused of being witches and were killed as a result. The audience are fearful of witches who engage in spells and chants, connected to devil worshipping. Shakespeare wants to present the witches in this way to show that they are the characters who are partially responsible for the downfall of the main character Macbeth.

### THE INFAMOUS PARAGRAPH BURGER

Your argument (mini-thesis) is the top bun.

Your analysis is this and this and this and this and this. If that looks like most of the paragraph burger, that's because it is.

Your evidence (quotes from the text) is the ketchup, mustard, and mayo. Remember: a little goes a long way.

The bottom bun relates the paragraph back to the thesis for the entire paper and transitions to the next paragraph.\*



This is the Hamburglar. He is a plagiarist. Do not be wooed by his puckish charm.

\*Which is, yes, another hamburger. In fact, to paraphrase a dead guy, it's hamburgers all the way down.

**P**oint   **E**xample   **T**echnique   **A**nalys**i**s   **L**ink

*Taught in upper KS3. Year 8 and 9*

## How can other departments potentially use PETAL?

**Maths:** When teaching worded problems. Getting students to make inferences.

**Drama:** Looking at the audience and the effect on the audience

**History and Geography and Religious Education:** How literature draws upon context (knowledge) taught

**Science/ PSHE:** Humans and behaviours. Emotional literacy

**Art:** Analysing parts of an image. To consider what the painter was thinking or feeling when they construct

Goal: A consistent writing approach across subjects that will benefit students





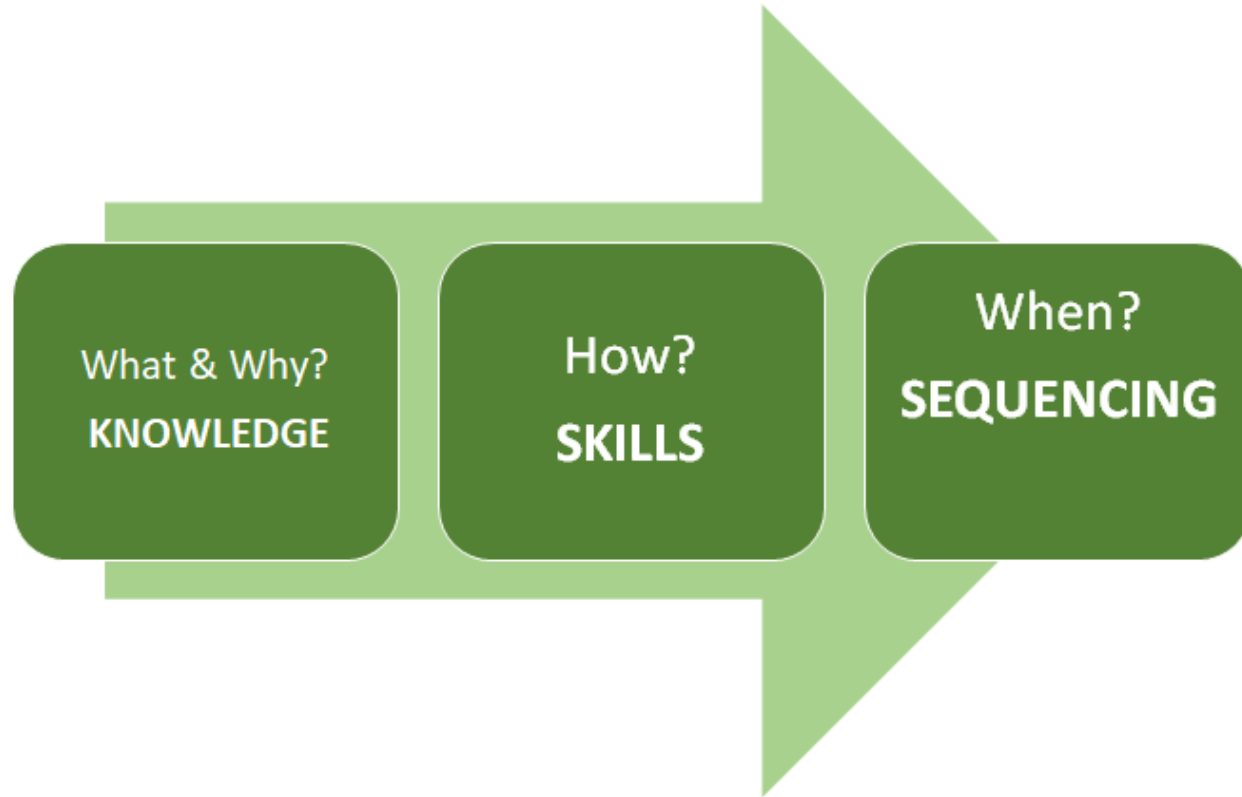
National  
Curriculum



# Hunter-gatherer learners



# Working towards a sequenced curriculum





# Working towards a sequenced curriculum

## Objective:

- Staff:
  - **To achieve a cohesive sequenced curriculum**
- Students:
  - **To develop polymaths (people of wide knowledge and learning):**
  - **Multi-skilled, sophisticated synoptic learners,**
  - **Interleaving in action**

## A possible Timeline:

Dec 2021

- Further HOD collaboration. Curriculum maps have been reviewed.

April 2022

- Departments review sequencing of knowledge or skill areas
- Student consultation

July 2022

- Sequencing of curriculum is considered or adjusted

Sep 2022

- Curriculum delivered has been sequenced
- Students experience a more cohesive relationship with whole-school curriculum

Ongoing

- Process of Curriculum review and collaboration continues
- Students are developing 'polymath' traits

# Next Steps

By next Departmental Meeting (November 4th 2021):

Further Exploration of cross curricular cohesion

> HODs to meet (1:1) to discuss intra-departmental approach to

a) A knowledge strand and/or b) A Skills strand

Review sequencing to maximise pupil performance - Example chronological topic delivery adapted in line with other department

**Add column for Sequencing to Curriculum Map**

# Timeline

- **OCTOBER 21st Departmental Meetings:**
  - Prep Department documents
  - Prior discussion on knowledge and skills strands
  - Knowledge Strands; Skill Strands > **Curriculum Map Summary**
- **NOVEMBER 1st Staff Training: TODAY**
  - 9-10.00 - How students learn; Purpose of the curriculum; Working towards a sequenced curriculum
  - 10.50 - 2.30pm - Marketplace two way curriculum exploration
  - (Lunch 12.20-1pm)
  - 2.30-3.05 - Faculty focus and consolidation
- **NOVEMBER 4th Departmental Meetings:**
  - Clarification of cross curricular themes/foci
  - What impact for students?
  - Implementation of changes in curriculum delivery or sequencing > Add “Sequencing” column to Curriculum Map

# Next: Curriculum sequencing Marketplace

- 9-10.00 - How students learn; Purpose of the curriculum; Working towards a sequenced curriculum
- 10.50 - 2.30pm - Marketplace two way curriculum exploration
- (Lunch 12.20-1pm)
- 2.30-3.05 - Faculty focus and consolidation

## Curriculum sequencing Marketplace

You will be assigned into a lettered cross-subject group and visit 8 different tables. On each table, there will be a discussion focused on curriculum knowledge and skills crossovers. **15 minutes per table**

Each department will need to present information about their subject curriculum to groups of staff. This should include:

- 1) Use the below document to record relevant cross curricular knowledge and skills:
- 2) What similar knowledge is shared?
- 3) What similar skills are developed?
- 4) When is it taught by other departments? Compare this to when we teach it. Is there a way this could be adapted and refined?

## Groups A-H will rotate to tables 1-8 - Please join your first table

| Group Name | Members                                    | Visiting Order: Tables: |
|------------|--|-------------------------|
| A          | CA2 & ME; JW; JE; NV +JGr; KN; CF; VRL; AS | 1,2,3,4,5,6,7,8         |
| B          | SL; FF; JB +II; EP +JGi; KOM; AA; VRL; NH  | 2,3,4,5,6,7,8,1         |
| C          | ZJ & BL; SJ; DA & MLK; SC2; BdeK + TL; EM  | 3,4,5,6,7,8,1,2         |
| D          | HH; SOB; JJ; DJ + JA; AZ; SG; PW & J-MA    | 4,5,6,7,8,1,2,3         |
| E          | GK & MO; SW & PM; CA + TK; JOC; RO         | 5,6,7,8,1,2,3,4         |
| F          | CD; NON; DK & CA; RA; NB; McC & ABS        | 6,7,8,1,2,3,4,5         |
| G          | Karima; DC & RP; DL; AS2; GE; CJ           | 7,8,1,2,3,4,5,6         |
| H          | AD & OZ; MJ; MF; KH; ZS & PL               | 8,1,2,3,4,5,6,7         |