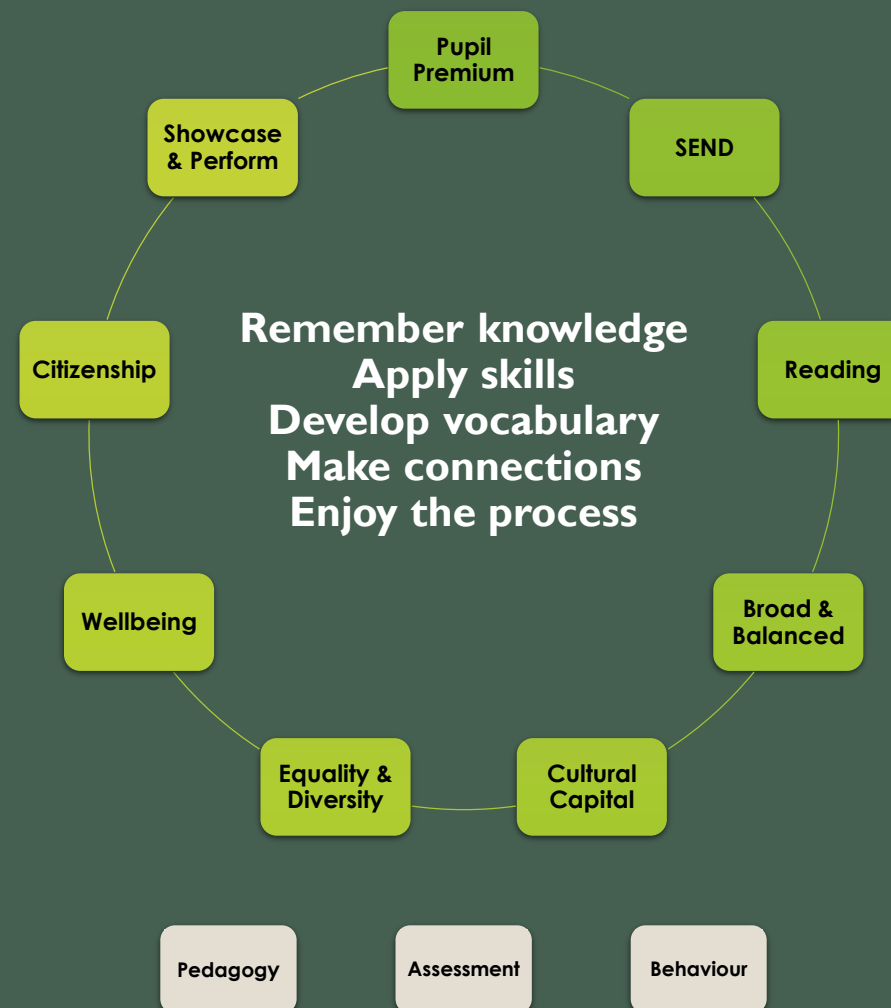


MOORTHORPE PRIMARY SCHOOL CURRICULUM



CULTURAL CAPITAL

Innovation
&
creativity

Effort
&
perseverance

Reasoning
&
problem solving

Expression
&
communication

Kindness
&
altruism

- Knowledge about the best that has been thought, said and done
- An appreciation of human creativity and achievement
- New ways of thinking about the world
- A language for engaging in debates

Curriculum Subjects

Specific examples of Cultural Capital are highlighted in our broad & balanced curriculum by each subject coordinator. Children are expected to be able to name and describe the achievements of those individuals who have shaped their field.

Assemblies

Every half-term we have a Cultural Capital assembly where the focus is on celebrating and appreciating specific examples of human creativity and achievement. These are added to our whole-school display board and linked to the five themes at the top of this page.

CCDP

The Cultural Capital Degree Programme is a voluntary option for KS2 pupils to become a Bachelor in a range of subjects through self-study which is centred on knowledge recall and presentational skills. It is linked to our end-of-year University Challenge event.

How We Got To Now

6x five-lesson units of work delivered termly in UKS2 across a two-year period. Based upon the book by Steven Johnson which explains how concepts like clean, time, glass, light, cold and sound have shaped the modern world we live in today.

Inspiration & Aspiration

Termly visits (in person or virtual) where an external facilitator sets a challenge for children working in groups based upon the host's real world experiences – designed to inspire pupils and to generation an aspiration within them to achieve.

Enrichment

The broad & balanced curriculum on offer is enriched by visits, visitors and experiences to bring the learning to life and to engender a deep-rooted appreciation of the relevant subject. Children's eyes will be opened to new ways of thinking.

“The **essential knowledge** that pupils need to be educated citizens, introducing them to **the best that has been thought and said** and helping to engender an appreciation of **human creativity and achievement**.“

Ofsted Inspection Framework

CULTURAL CAPITAL

“Powerful knowledge provides more **reliable explanations** and **new ways of thinking** about the world and ...can **provide learners with a language** for engaging in political, moral, and other kinds of debates.“

Michael Young



Remember knowledge
Apply skills
Develop vocabulary
Make connections
Enjoy the process

[Click to return to overview](#)

Whole-school long term plan

BROAD & BALANCED

Individual subject overviews

READING

WRITING

MATHS

ART & DESIGN

PE

SCIENCE

PSHE

FRENCH

COMPUTING

HISTORY

GEOGRAPHY

RE

D&T

MUSIC

- Timetable devotion for all subjects
- Mapped progression in knowledge, skills and understanding
- Vertical, horizontal and diagonal links established
- Pupil voice at the heart
- Dynamic subject leadership (with some opportunities for teaching their subject across school)
- Doing fewer things in greater depth and avoiding 'the curse of content coverage'
- Meaningful assessment used to reflect on effectiveness of practice and identify emerging priorities
- Homework (accompanied by knowledge organisers) centred on wider curriculum projects and challenges and supplemented by online resources (Spelling Shed, Maths Shed, TT Rockstars & NumBots)

Completion of a task and understanding are not the same thing. What pupils say provides insight as to whether they have understood the concepts.

Learning is a change in the long-term memory.

*"When we are clear about our priorities, namely **deepening learning**, it becomes easier to resist temptation to offer them more, when in fact **less is needed**. What are pupils are going to create, in terms of meaning, understanding and showing their knowledge as a result of this?"*

Mary Myatt

BROAD & BALANCED

*"Many highly-talented, brilliant, creative people think they're not, because **the thing they were good at** at school wasn't **valued**."*

Sir Ken Robinson



[Click to return to overview](#)

Remember knowledge
Apply skills
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Enjoy the process

Michael Young

EQUALITY & DIVERSITY

- *Black History Month*

Assemblies

Enrichment

PSHE

English texts

Curriculum role models

Parental engagement.

Quote

???

EQUALITY & DIVERSITY

Quote

???



[Click to return to overview](#)

Remember knowledge
Apply skills
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Make connections
Enjoy the process

SEND

- *How many pupils SEND? Breakdown?*
- *Scaffolding*
- *Explicit instruction*
- *Flexible grouping*
- *Technology*
- *Concrete examples (Cuisenaire, Numicon)*
- *Rainbow words*
- *Encouraging independence from adults*

Graduated Approach

Early Identification

QF-SMTL-MSP-EHCP

Outside support from
professionals

Speech & language

???

The SEND code of practice is clear that schools should regularly check that **high-quality teaching, differentiated for individual pupils**, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.”

Rachel Rossiter

SEND

Quote

???



[Click to return to overview](#)

Remember knowledge
Apply skills
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PUPIL PREMIUM

- £83,390 from 62 eligible pupils (25%)
- Diminish the difference & widen opportunities
- A key measure of school effectiveness is how well disadvantaged pupils achieve.
- Lexia
- Accelerated Reader
- EEF
- One Wakefield
- Effective pedagogy
- Family partnerships (workshops?)

Teaching

Targeted Academic
Support

Wider Strategies

Evidence-based

School-context &
common barriers

???

Quote

???

PUPIL PREMIUM

Quote

???



[Click to return to overview](#)

Remember knowledge
Apply skills
Develop vocabulary
Make connections
Enjoy the process

READING

- Accelerated Reader
- ERIC time
- RWI phonics
- EYFS & KS1 – ‘Keep up not catch up’
- KS2 – Catch up interventions (aim for reduced need over time)
- Library
- Whole-class guided reading
- Vocabulary
- Workshops and parental engagement

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Quote

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READING

Quote

???



[Click to return to overview](#)

Remember knowledge
Apply skills
Develop vocabulary
Make connections
Enjoy the process

WELLBEING

- *Mindfulness*

ELSA

PIMS

Online Safety

Active School

PSHE

Art Projects.

Quote

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WELLBEING

Quote

???



[Click to return to overview](#)

Remember knowledge
Apply skills
Develop vocabulary
Make connections
Enjoy the process

CITIZENSHIP

```
graph TD; C[CITIZENSHIP] --- D[ ]; D --- E[Climate Change]; D --- F[Fundraising]; D --- G[British Values]; D --- H[Volunteering]; D --- I[Acts of Kindness]; D --- J[Curriculum Links]; K[- ???] --- D;
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CITIZENSHIP

- ???

Climate Change

Fundraising

British Values

Volunteering

Acts of Kindness

Curriculum Links

Climate Change

Fundraising

British Values

Volunteering

Acts of Kindness

Curriculum Links.

Kofi Annan

Quote

[Click to return to overview](#)

SHOWCASE & PERFORM

- *End points*
- *Minsthorpe*
- *Parental engagement*
- *Singing*
- *Use of technology*
- *Audience*

Assemblies

Concerts

Exhibitions

Website

Competitions

Read aloud.

Quote

???

SHOWCASE & PERFORM

Quote

???



[Click to return to overview](#)

Remember knowledge
Apply skills
Develop vocabulary
Make connections
Enjoy the process

Evidence-Informed Practice

How can we become more effective teachers?

How Learning Happens

'Without an understanding of human cognitive architecture, instruction is blind.'

(John Sweller, 2017)

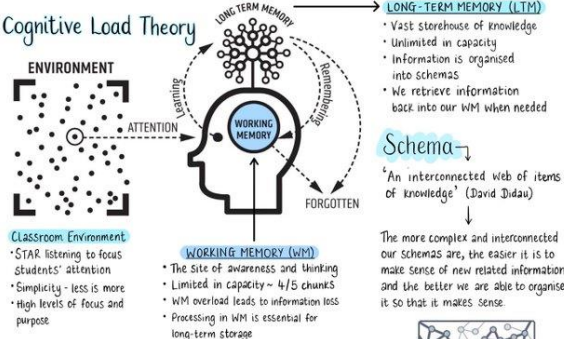
Dylan Wiliam

I've come to the conclusion Sweller's Cognitive Load Theory is the single most important thing for teachers to know

6/19/19 - Jan 28, 2017

459 436 people are Tweeting about this

Cognitive Load Theory

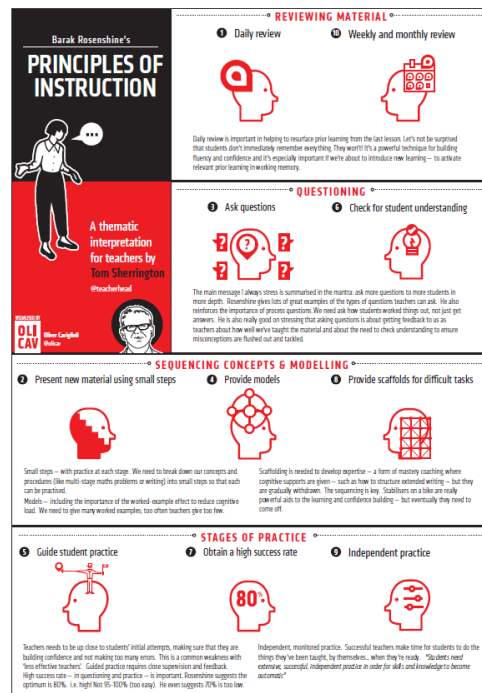


Learning = a change in long-term memory
'if nothing has changed nothing has been learned'

Click [here](#) for our Teaching & Learning policy

PEDAGOGY

Songs! Inclusive North
Hywel Roberts – The power of story



"If teachers are going to be successful in improving their practice, they have to be working consciously and deliberately to do so. Teachers need to be working on **developing better habits**, seeking to be **more effective** day in, day out when nobody else except their students is looking."

Tom Sherrington

PEDAGOGY

"A bad curriculum well taught is invariably a better experience for students than a good curriculum badly taught: **pedagogy trumps curriculum**. Or more precisely, pedagogy is curriculum, because **what matters is how things are taught**, rather than what is taught."

Dylan Wiliam



Remember knowledge
Apply skills
Develop vocabulary
Make connections
Enjoy the process

Click to return to overview

??

Quote

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- Remember knowledge
- Apply skills
- Develop vocabulary
- Make connections
- Enjoy the process

BEHAVIOUR

- Good behaviour is a prerequisite for effective learning and personal development.

Be ready
Be respectful
Be safe

- Calm, disciplined environment*

Click [here](#) for our Behaviour for Learning policy

- 1) Consistent, calm adult behaviour
- 2) First attention to best conduct
- 3) Relentless routines
- 4) Scripting difficult interventions
- 5) Restorative approaches

- 1) What happened?
- 2) What were you thinking at the time?
- 3) Who else has been affected?
- 4) What can we do to put things right?
- 5) How can we do things differently in the future?



[Click to return to overview](#)

- Remember knowledge
- Apply skills
- Develop vocabulary
- Make connections
- Enjoy the process

??

Quote

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