



**Rethinking
Curriculum**

*Making curriculum
choices ambitious*



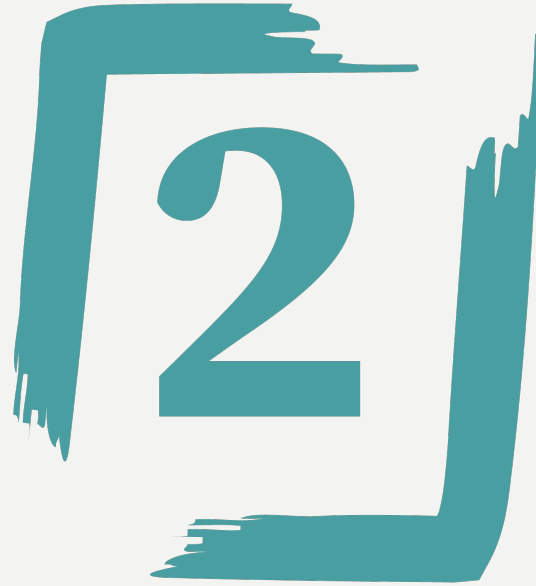
Mary Myatt

20 June 2023

CHARTERED
COLLEGE OF
TEACHING



Ambition



Helpful insights



Implementation

Curriculum focus?





Priorities
distorted



Misconceptions

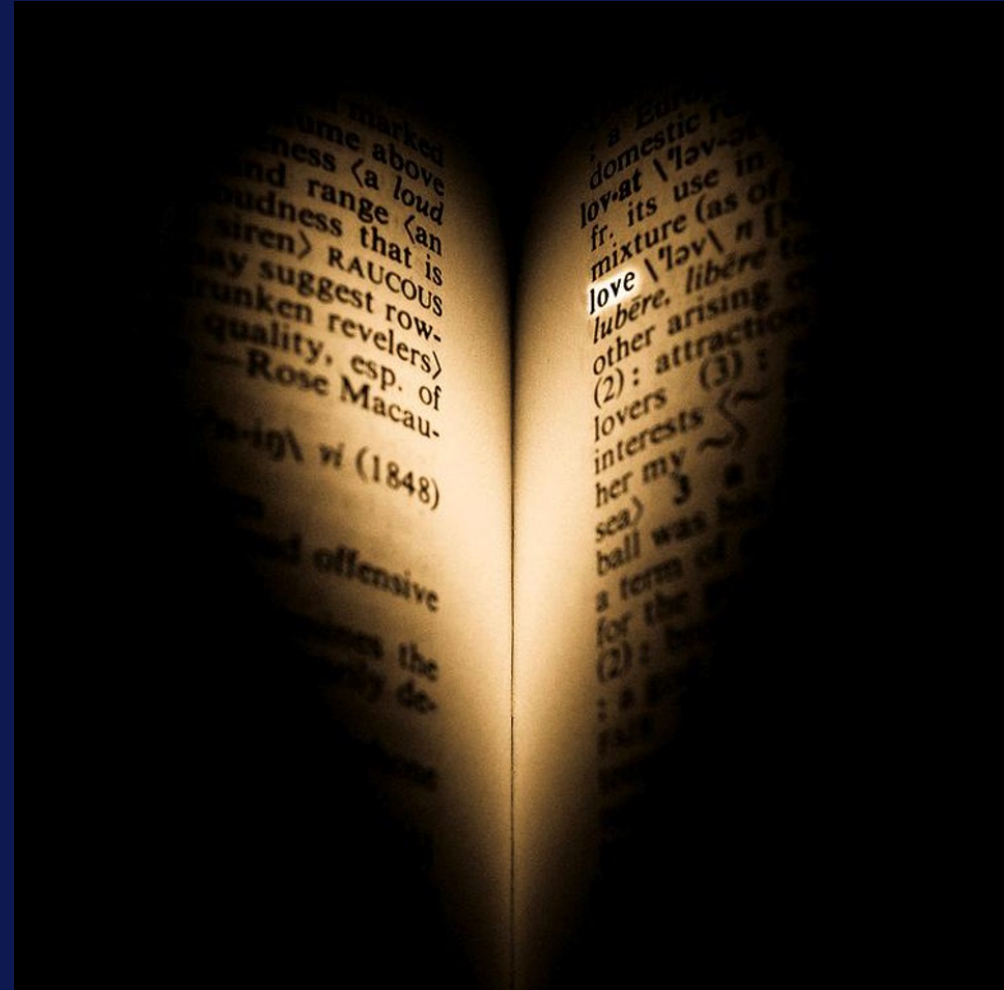


Entitlement

What pupils say



Demanding work please



Entitlement



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.



37



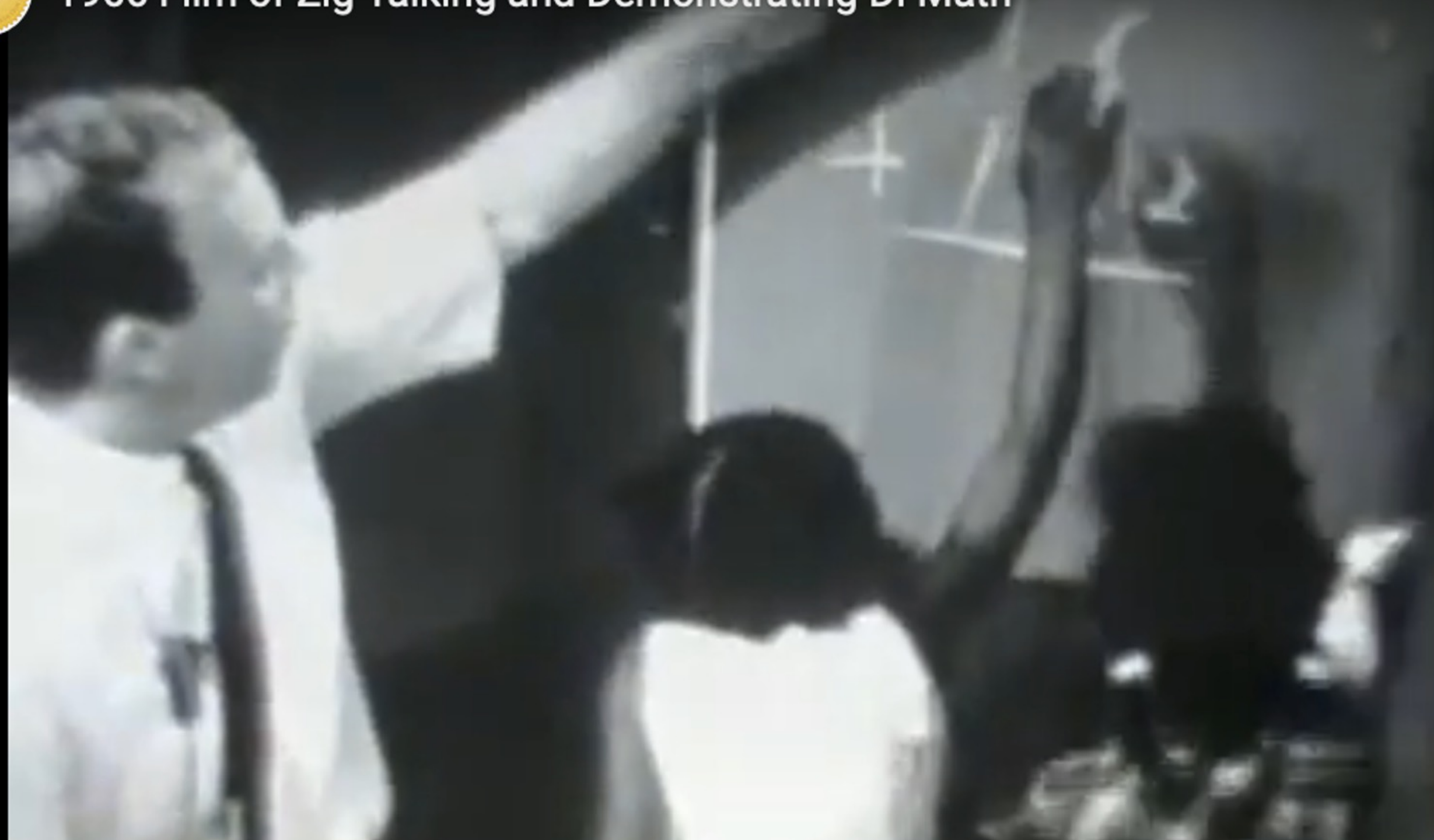
360



281



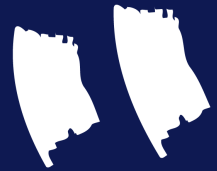
1960 Film of Lyg Talking and Demonstrating DI Math





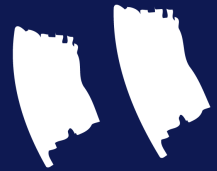
Respectable

Lynsey Hanley



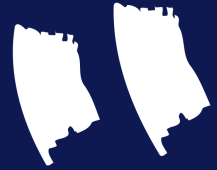
He took us seriously : not in the sense that he treated us like miniature adults, but in the way he acted upon his belief that we had a right to be heard, and that we were as much a part of society as any adult or any middle - class child, whose right to be heard - to form and express an opinion and have it interrogated





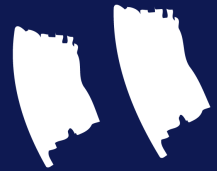
At the beginning of the year,
Mr Bowell instigated two weekly
institutions, the general knowledge quiz
and the classroom debate.





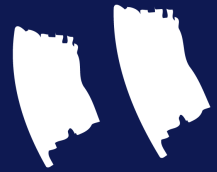
In hindsight, the reason these felt so special, so invigorating , was that both were vehicles for verbal reasoning and for testing abstract concepts, neither of which our previous teachers had paid particular attention to.





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

**EYE
CAN
WRITE**





Jonathan Bryan @eyecantalk · Mar 5

I'm very honoured and surprised that my charity work with [@TeachUsToo](#) has been recognised by the Prime Minister for a [#PointsofLight](#) award, and I will continue to be a voice for the voiceless until all children are taught to read and write regardless of their educational label.

High challenge

Low threat



Ambitious?





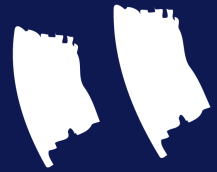
Big picture



Magical



Unique
contribution

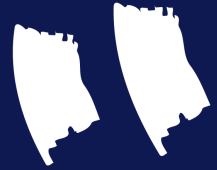


Art and Design

Every human is an artist



Don Miguel Ruiz



Computing

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



George Dyson

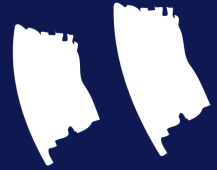


Design and Technology

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

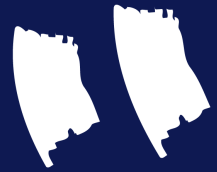


History

A people without the knowledge of their
past history, origin and culture is like a tree
without roots



Marcus Mosiah Garvey



Languages

You live a new life for every language you speak. If you only know one language, you only live once




Czech proverb

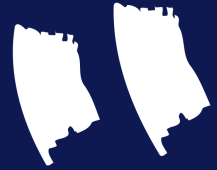


Mathematics

Pure mathematics is, in its way, the
poetry of logical ideas.



Albert Einstein



Physical Education

Physically educated persons are those who have learned to arrange their lives in such a way that the habitual physical activities they freely engage in make a distinctive contribution to their wider flourishing




James MacAllister



Science

It is important to view knowledge as sort of a semantic tree - make sure 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.



Elon Musk



Music

Without music, life would be a
mistake.



Friedrich Nietzsche

5 steps to support subject leaders





Subject
overview



Geography

Geography

[About](#)[Professional Communities](#)[Links](#)[Myatt & Co films](#)

About

As with the other national curriculum subjects there are four strands to support high quality subject knowledge:

- National curriculum importance statements
- Authentic sources
- Subject associations
- Twitter communities



Subject
overview



Primary
Huh



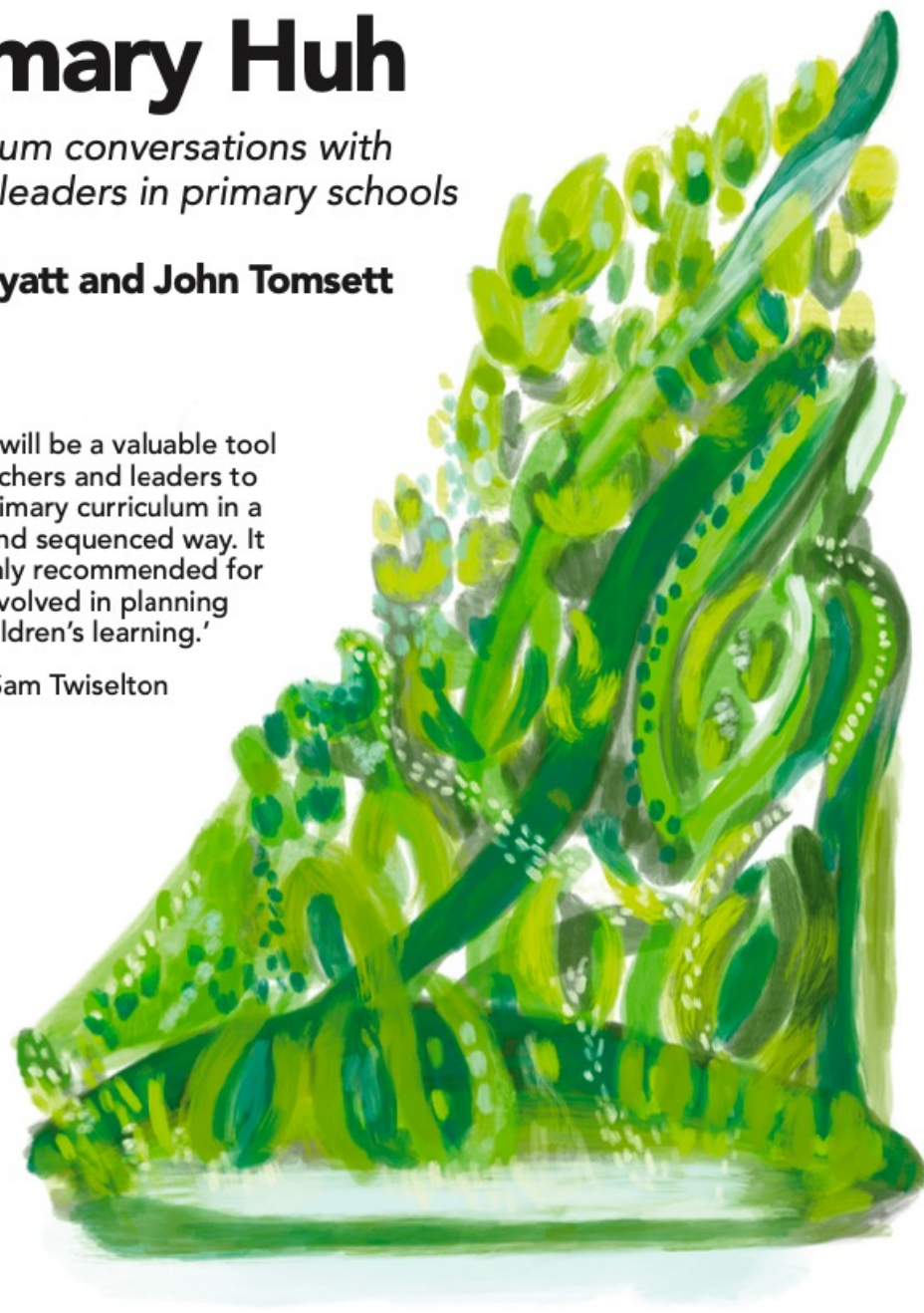
Primary Huh

*Curriculum conversations with
subject leaders in primary schools*

Mary Myatt and John Tomsett

'This book will be a valuable tool to help teachers and leaders to plan the primary curriculum in a coherent and sequenced way. It is thoroughly recommended for all those involved in planning primary children's learning.'

Professor Sam Twiselton



“

I want pupils to know how the world has developed and changed over time, not just in terms of the physical processes but also how human interaction with the planet has altered its trajectory.

”

Tom Brassington

“ I want them to be able to think like geographers, to be able to look at the world and think, how have the processes of this planet come together physically to create this aspect that I’m looking at? How have human actions affected the planet? And what might this look like in the future? ”

Tom Brassington

“

The national curriculum talks about curiosity and fascination that's lifelong, and we want children to be able to be lost in wonder at this beautiful world we live in.

”

Tom Brassington



Subject
overview



Primary
Huh



Secondary
Huh



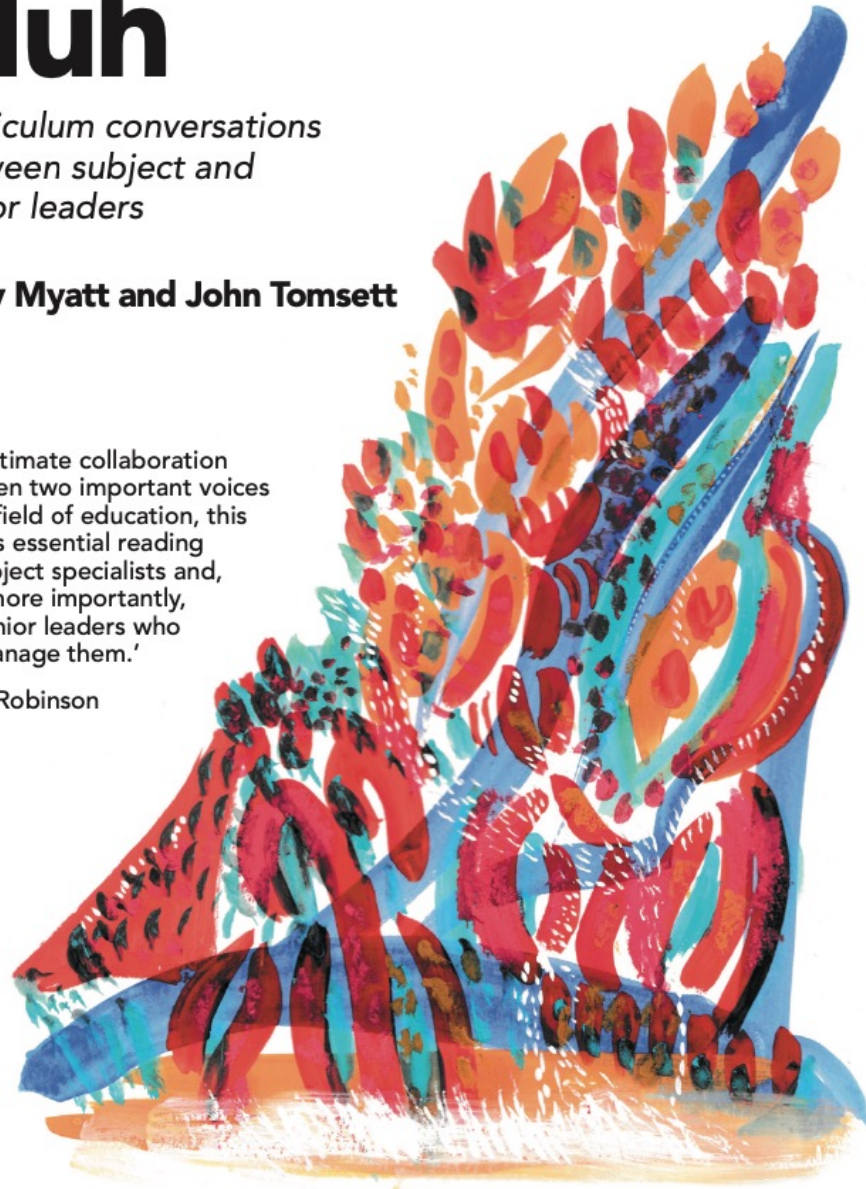
Huh

*Curriculum conversations
between subject and
senior leaders*

Mary Myatt and John Tomsett

'The ultimate collaboration
between two important voices
in the field of education, this
book is essential reading
for subject specialists and,
even more importantly,
the senior leaders who
line manage them.'

Gerry Robinson



“

In geography, we want our students to be mindful of their positionality within the world. We use concepts of place and space as examples of the ‘lenses’ through which geographers view the world in order to understand how the world works.

”

David Preece

“

Where do they sit compared to other people?
How does their experience, their status – in terms of social position, education, economic ranking – and their identity compare with the rest of the world?

”

David Preece

“

In the end, what you want a geographer to do is to be able to go out into the world as a thoughtful citizen, understand what's going on and understand how they can choose to make a difference.

”

David Preece



Subject
overview



Primary
Huh



Secondary
Huh



Primary
Subject
Network



Primary Subject Networks

Geography

Primary Subject Networks: Geography

Summer 2023
Tom Brassington



Summer 2023

Wed 24th May 16:00 – 17:30

In conversation with Tom Brassington

Recording

Primary Subject Networks: Geography

Mon 6 February 23
Hannah Durnin



Spring 2023

Monday 6th Jan 16:00 – 17:30

In conversation with Hannah Durnin

Recording

Primary Subject Networks: Geography

Thu 1st Nov 2022
Hydeh Fayaz



Autumn 2022

Tuesday 1st Nov 16:00 – 17:30

Hydeh Fayaz in conversation with
Rachel Higginson.

Recording

This half term, our theme is:
Place and scale
Birmingham and
Mogadishu ...

GEOGRAPHY

Vocabulary

Would Paddington
prefer Birmingham or Mogadishu?

Black History
Burkina Faso
Land of the honest people




country

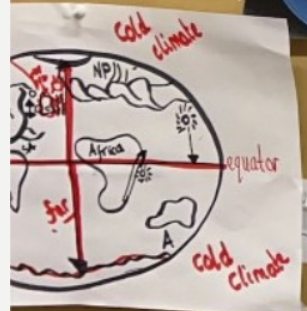


Burkina Faso is a country **because** it
is ruled by a government.

continent



Africa is a continent **because** it is an expanse
of land with 54 countries.



World

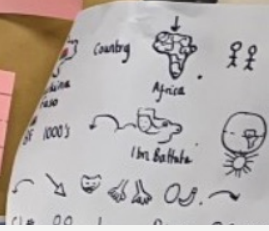
Weather is the condition of
the atmosphere every day.

Climate is the weather of a
country over a long time.

Let's locate
US

Thomas Sankara

Our text





Subject
overview



Primary
Huh



Secondary
Huh



Primary
Subject
Network



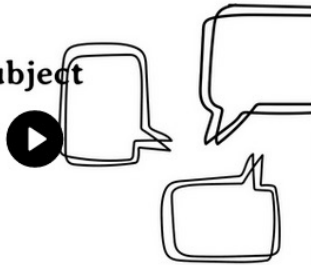
Secondary
Subject
Network

Secondary Subject Networks

Geography

Secondary Subject
Networks:
Geography

Summer 2023
Alistair Hamill



Summer 2023

Tuesday 2nd Mar 16:00 – 17:30

In conversation with Alistair Hamill

Recording

Secondary Subject
Networks:
Geography
Roundtable

Spring 23



Spring 2023

Monday 17th Apr

Roundtable - Various contributors

Recording

Secondary Subject
Networks:
Geography

Spring 2023
Kate Stockings



Spring 2023

Wednesday 29st Mar

Kate Stocking

Recording

5 steps to support subject leaders



Best bets from cognitive science



Peter Brown et
al

make it stick

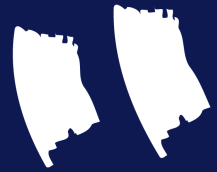


The Science of Successful Learning

Peter C. Brown

Henry L. Roediger III

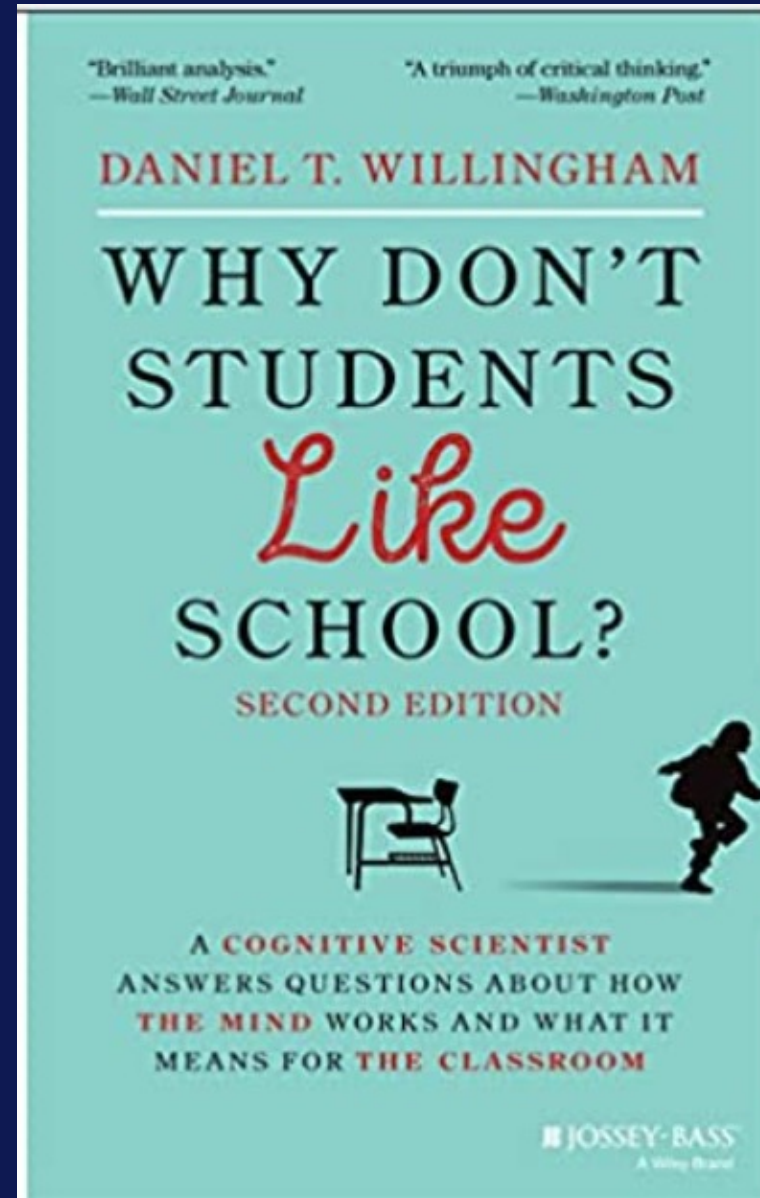
Mark A. McDaniel

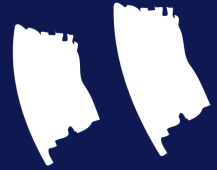


Effortful



Daniel Willingham





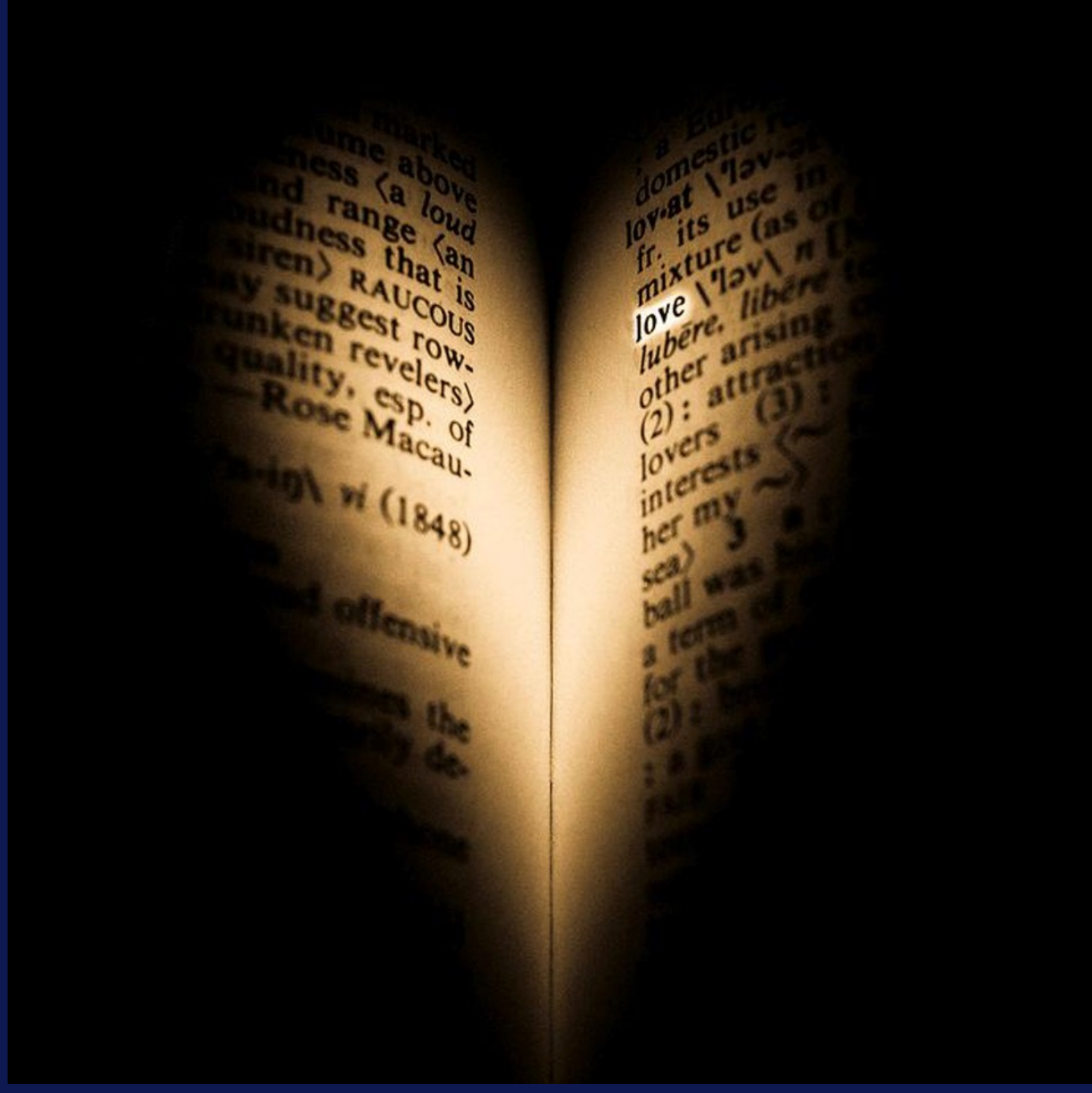
Human beings are curious.

Thinking is hard.



Daniel T Willingham

Demanding work
please



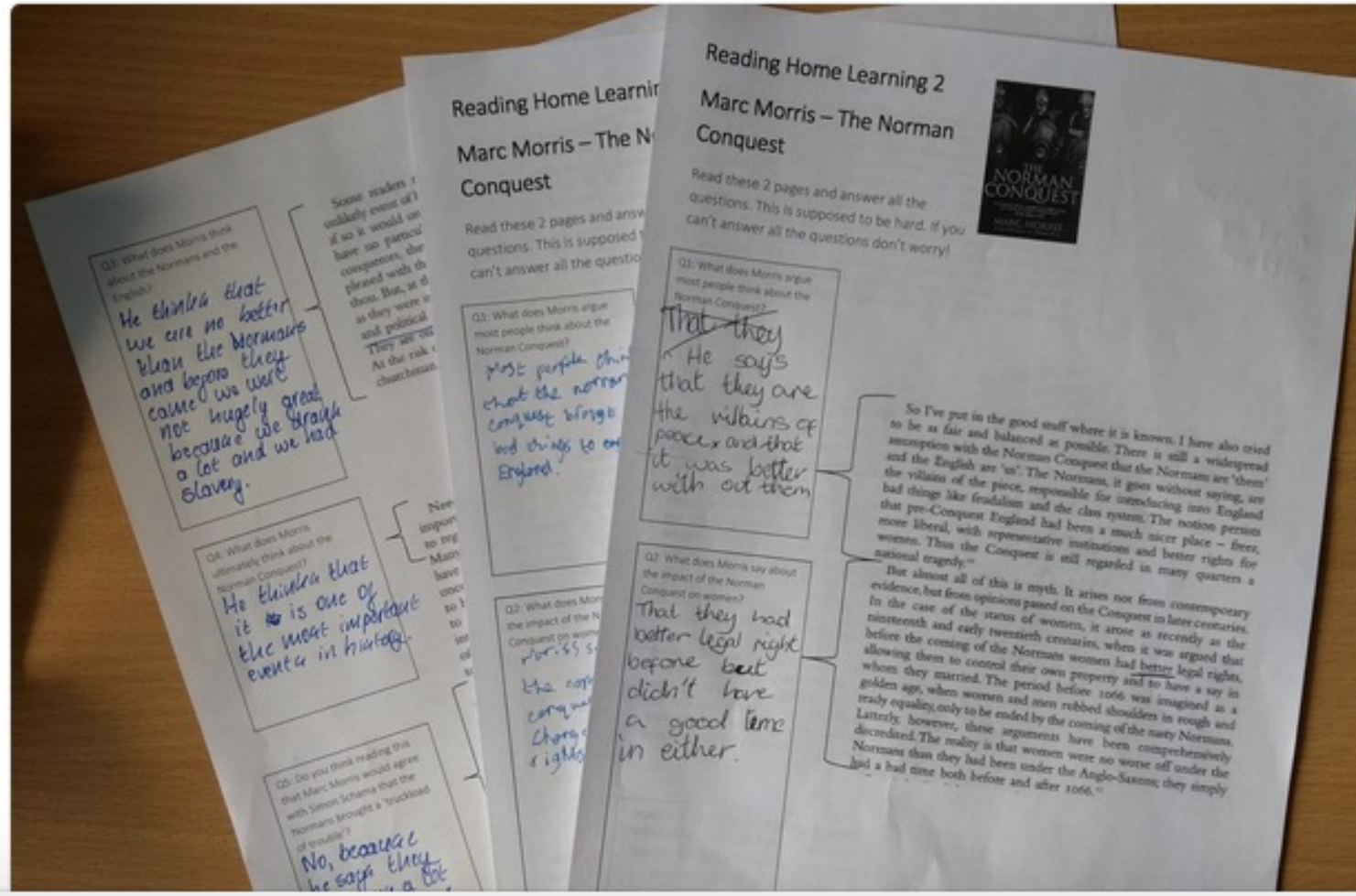
marked
above
(a loud
range (an
(an
RAUCOUS
suggest row-
drunken revelers)
quality, esp. of
— Rose Macau-

ig\ vi (1848)

offensive
the
de-

a Euro-
domestic re-
lov-at \ 'l\uv-
fr. its use in
mixture (as of
love \ 'l\uv\ n [
lub\u00e8re, lib\u00e8re to
other arising
(2): attraction
lovers (3):
interests
her my
sea)
ball was
a term of
for the
(2):
a

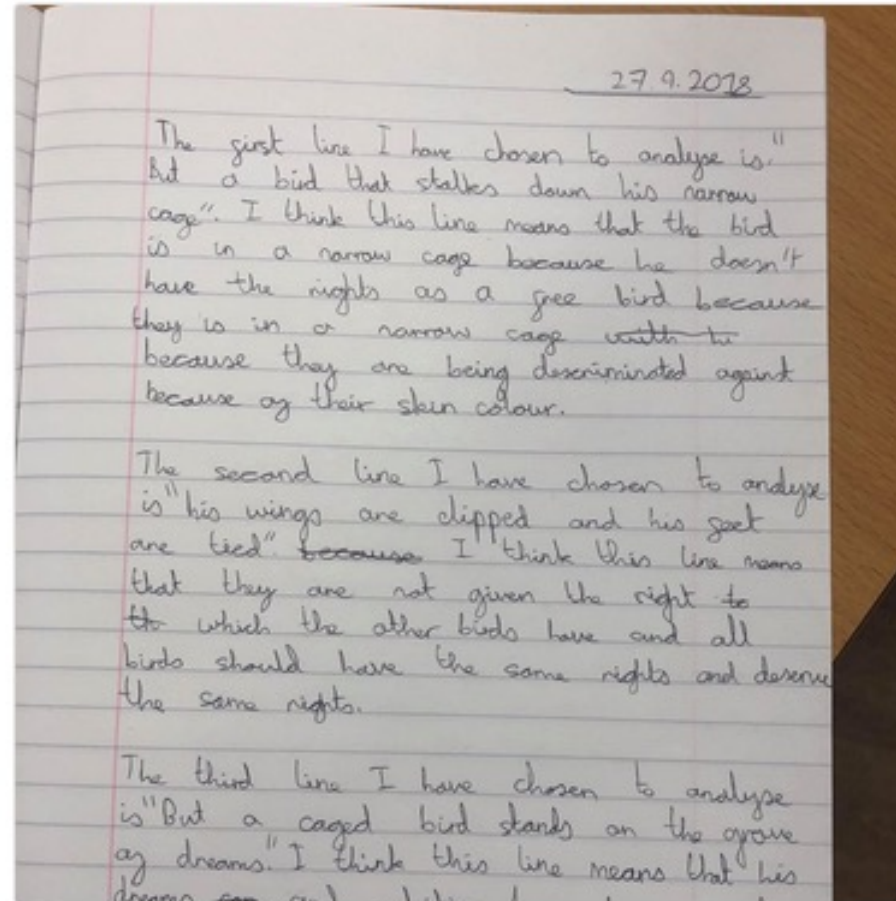
Tested out the scholarship reading homework with a Yr7 guinea pig class. Every student could access it. Even those with reading age less than 10. Clearly we need to have higher expectations of these kids.



Ashley Booth
@MrBoothY6

Following

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.

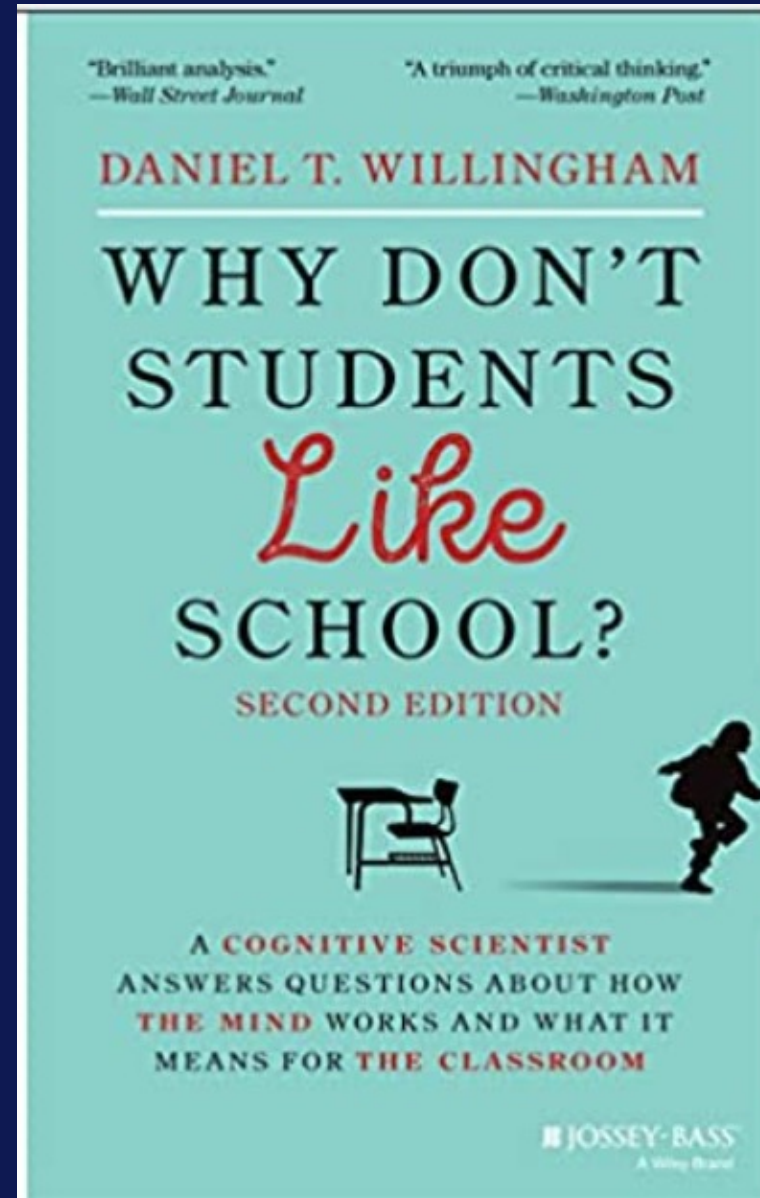


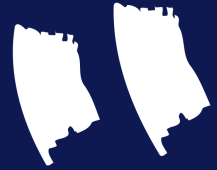
12:23 PM - 27 Sep 2018

89 Retweets 574 Likes




Daniel Willingham






The importance of concepts





Cognitive psychology has shown that the mind best understands facts when they are woven into a **conceptual** fabric, such as a narrative, mental map, or intuitive theory.

Disconnected facts in the mind are like unlinked pages on the Web: They might as well not exist.



Stephen Pinker

Holding baskets



COLLECTION

Helping pupils learn the curriculum

♡ Add Collection To Favorites

Helping pupils learn the curriculum through concepts

Mary Myatt



5 VIDEOS Autoplay

- Helping pupils learn the curriculum through concepts
11:22

Mary outlines the research that shows that learning is likely to be deeper if we spend time identifying and teaching our pupils concepts.
- Helping pupils learn the curriculum through vocabulary
09:18
- Helping pupils learn the curriculum through story
10:25

Helping pupils learn the curriculum through concepts

- ♡ Add to Favorites
- ↑ Share
- ✓ Mark as Watched

Tier 3 vocabulary



Etymology

Isosceles
Dinosaur
Incarnation
Migration

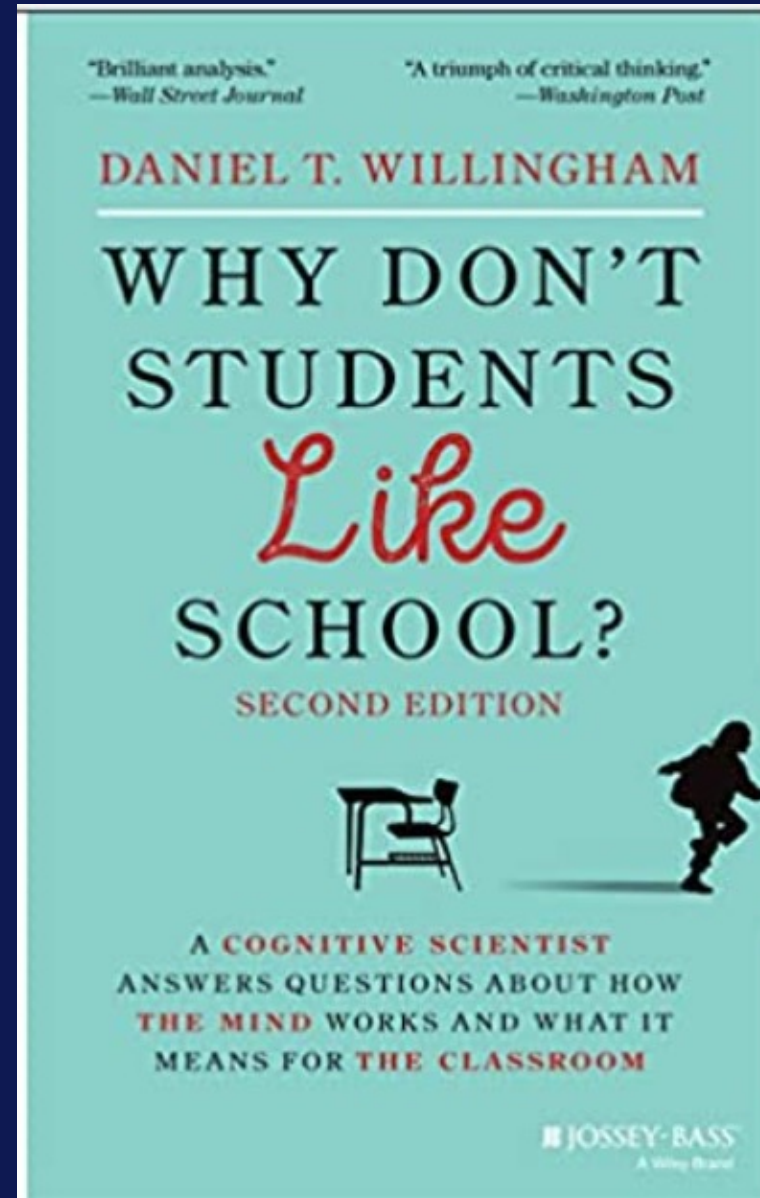


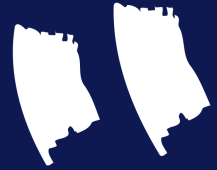
Helping pupils learn the curriculum through vocabulary

Mary Myatt



Daniel Willingham

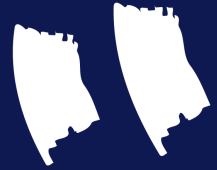




Our brains privilege story



Daniel T Willingham



Cognitive psychology has shown that the mind best understands facts when they are woven into a conceptual fabric, such as a **narrative**, mental map, or intuitive theory.

Disconnected facts in the mind are like unlinked pages on the Web: They might as well not exist.



Stephen Pinker

Work to do...





Reading deficit



Barriers

1



2



3


Enjoyable

Time

Evidence

Faster reading research

'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/10.1111/1469-7610.12544 thanks for link [@stevewillshaw](https://twitter.com/stevewillshaw)



Literacy

'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 ...
onlinelibrary.wiley.com

9:17 PM · Jun 13, 2019 · [Twitter Web App](#)

[View Tweet activity](#)

395 Retweets **901** Likes



Two novels

12 weeks

365 Year 8s

All
students =
8.5 mths
progress

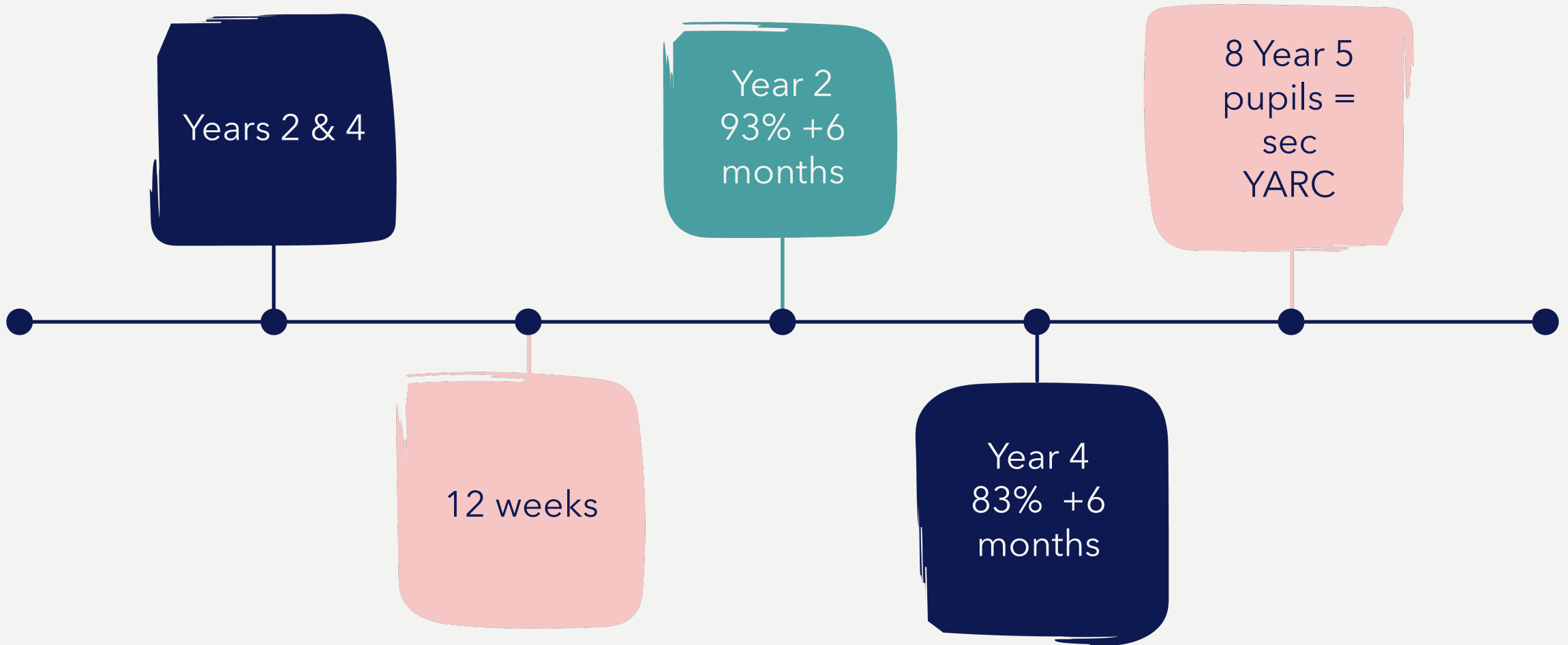
'Poorer'
readers
= 16
mths
progress



Just Reading Primary Project

Spotlight on Gloucester Road Nursery and Primary School







Just Reading Primary Project - part 1

Gayle Fletcher and
Lauren Haines



Why stories matter

Big
picture



Complex
ideas

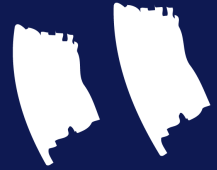


Enrich
vocab



Inclusive
for all



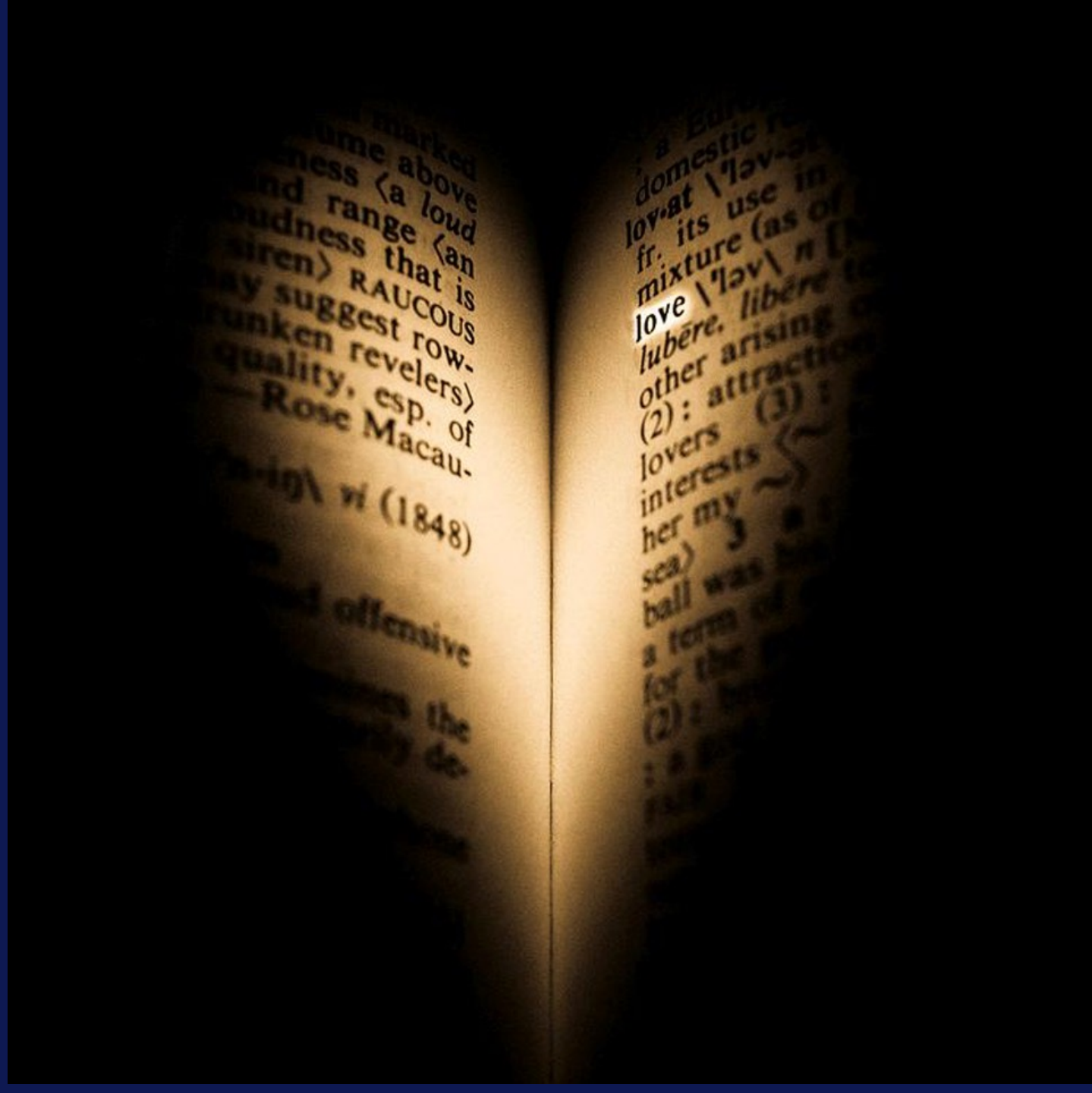


The text as the 'beating heart' of the lesson



Andy Tharby

Demanding work
please



Criteria



1



2

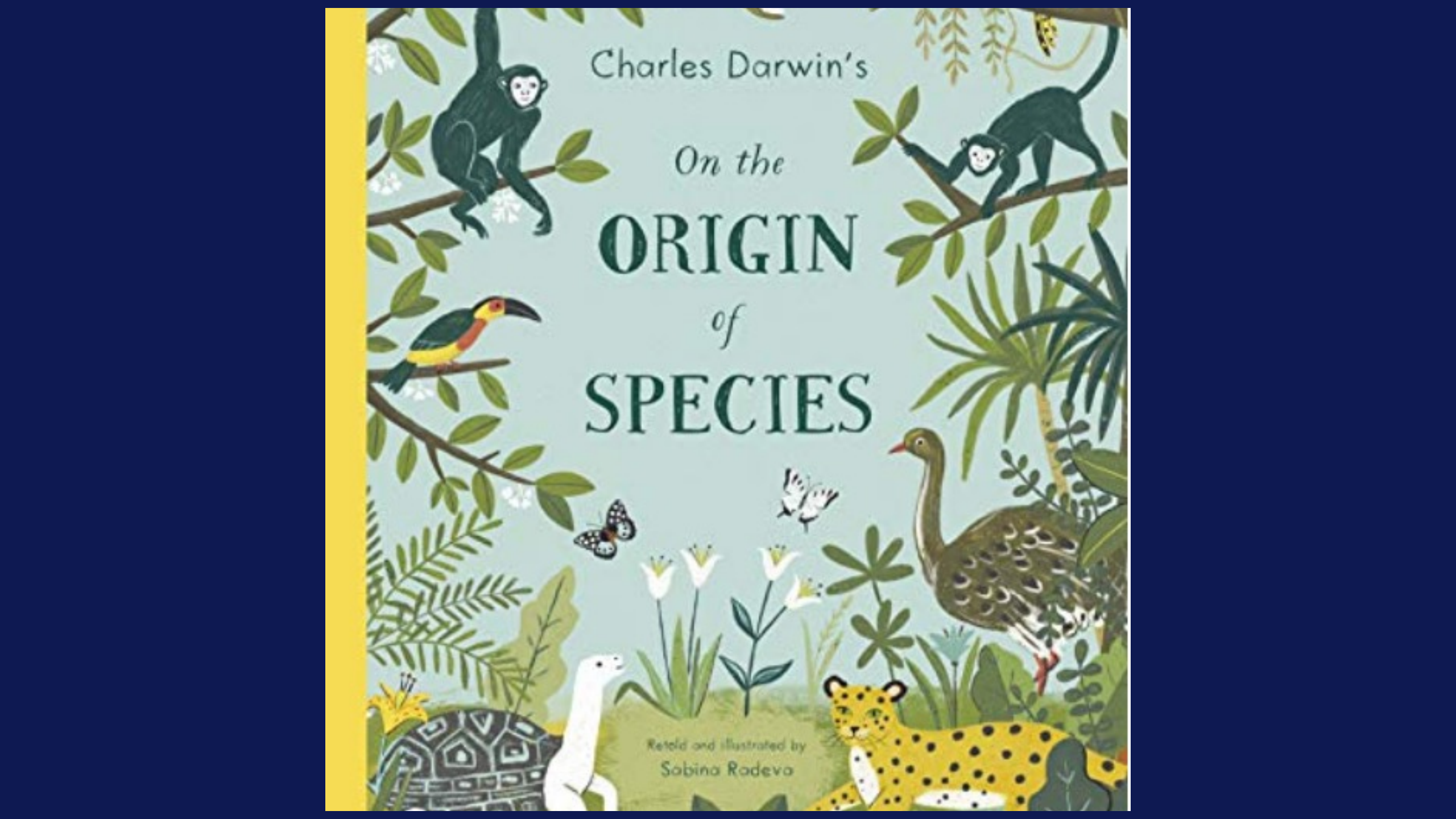


3

Visuals

Tone

Vocabulary

The book cover features a vibrant, stylized illustration of a jungle scene. At the top left, a dark green monkey hangs from a branch. To its right, another monkey is perched on a branch, looking towards the center. Below the first monkey, a colorful toucan with a large beak sits on a branch. In the center, a butterfly with black and white patterns is shown in flight. To the right, a large, brown and white speckled ostrich stands in a grassy area. In the bottom left, a white llama or alpaca is depicted. In the bottom right, a yellow cheetah with black spots is shown. The background is filled with various green plants, including palm trees and ferns, and a light blue sky. The text is centered on the cover.

Charles Darwin's

On the
ORIGIN
of
SPECIES

Retold and illustrated by
Sabina Radeva



Fossils are evidence of extinct species – like dinosaurs, woolly mammoths and the Dodo bird – but there weren't many fossils to show species as they were changing. Darwin explained that this is because perfect conditions are needed for fossils to form, and those conditions are pretty rare.

Imperfections of the Geological Record



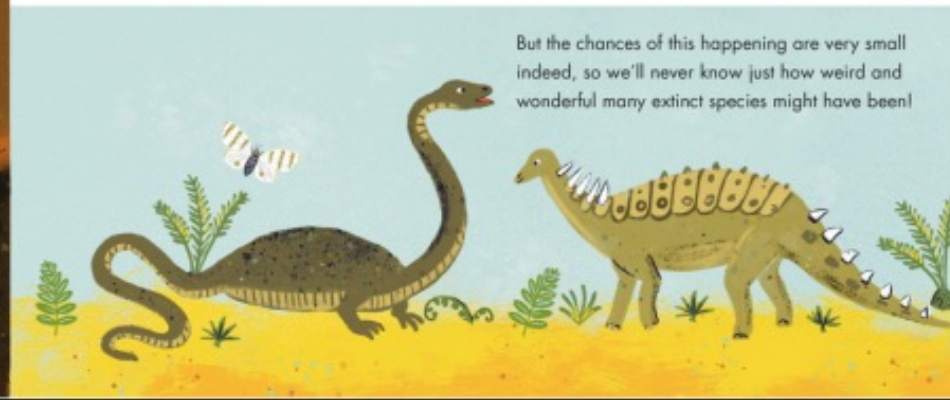
As rocks get bashed by the wind and sea, they break down into pieces called sediment.



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



But the chances of this happening are very small indeed, so we'll never know just how weird and wonderful many extinct species might have been!



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.

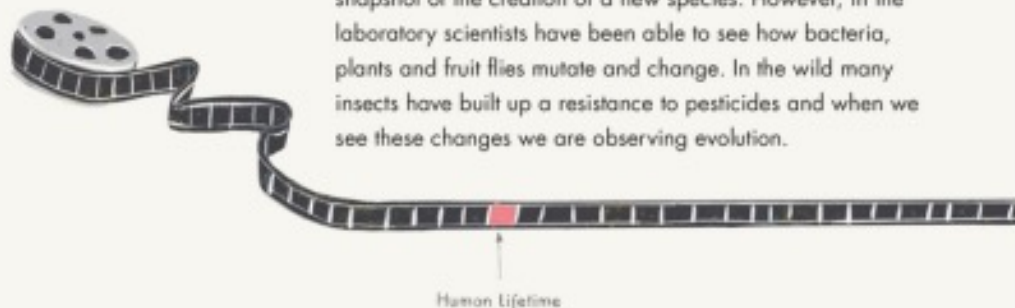
Evolution is when one kind of animal gives birth to another kind of animal

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.



Human Lifetime

Evolution and inheritance

Pupils should be taught to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.

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

This unit builds on strands from KS1 eg Pupils might keep records of how plants have changed over time, for example, the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants; KS2 describe in simple terms how fossils are formed when things that have lived are trapped within rock

Draft planning unit

<p>What are the key concepts for this unit?</p> <p>Evolution Organism Sediment Theory Fossil Species Natural selection Extinct Genus</p>	<p>How will we introduce it?</p> <p>Charles Darwin's on the origin of species retold and illustrated by Sabina Radeva</p>
<p>Is it worth summarising what we want pupils to know on a knowledge organiser? If so what should be included?</p>	<p>How are we going to take pupils through this unit?</p> <p>Read the story several times Take responses Opportunities for research</p>
<p>How will we know if our children have learnt what we have taught them?</p> <p>Low stakes quizzes, talk, extended writing, double pages spreads</p>	

Draft knowledge organiser

Evolution and inheritance

*Charles Darwin's on the origin of species
retold and illustrated by Sabina Radeva*

Evolution	Evolution is the theory that all the kinds of living things that exist today developed from earlier types. The differences between them resulted from changes that happened over many years. The simplest forms of life arose at least 3.5 billion years ago. Over time they evolved into the millions of species, or types, of living things alive today
Organism	An individual living thing, such as a plant, an animal, or a germ.
Sediment	Material deposited by water, wind, or ice
Theory	A reasonable, widely accepted explanation for why something happens
Fossil	The remains or trace of a living animal or plant from a long time ago. Fossils are found embedded in earth or rock
Species	Closely related plants and animals A class of individuals having common attributes and designated by a common name
Genus	A large group of different but closely related plants and animals. family. <i>Eg dogs and wolves are different species but belong to the same genus.</i>
Natural selection	A natural process of evolution in which the organisms that are best adapted to their environment survive and are able to reproduce, while those that are weak leave fewer or no offspring.
Extinct	No longer existing <i>Dinosaurs have been extinct for millions of years.</i>

Darwin very much enjoyed observing and collecting insects. Test your skills at being a naturalist by using the insect chart on the end pages to find and identify some of the beetle and butterfly species inside the book.





Darwin travelled the globe on board the HMS *Beagle*, visiting wondrous lands, studying animals and collecting fossils. Many things excited and amazed him on his adventures, and he wrote them all down as accurately as he could.

Fascinating!
A butterfly that
makes sounds.

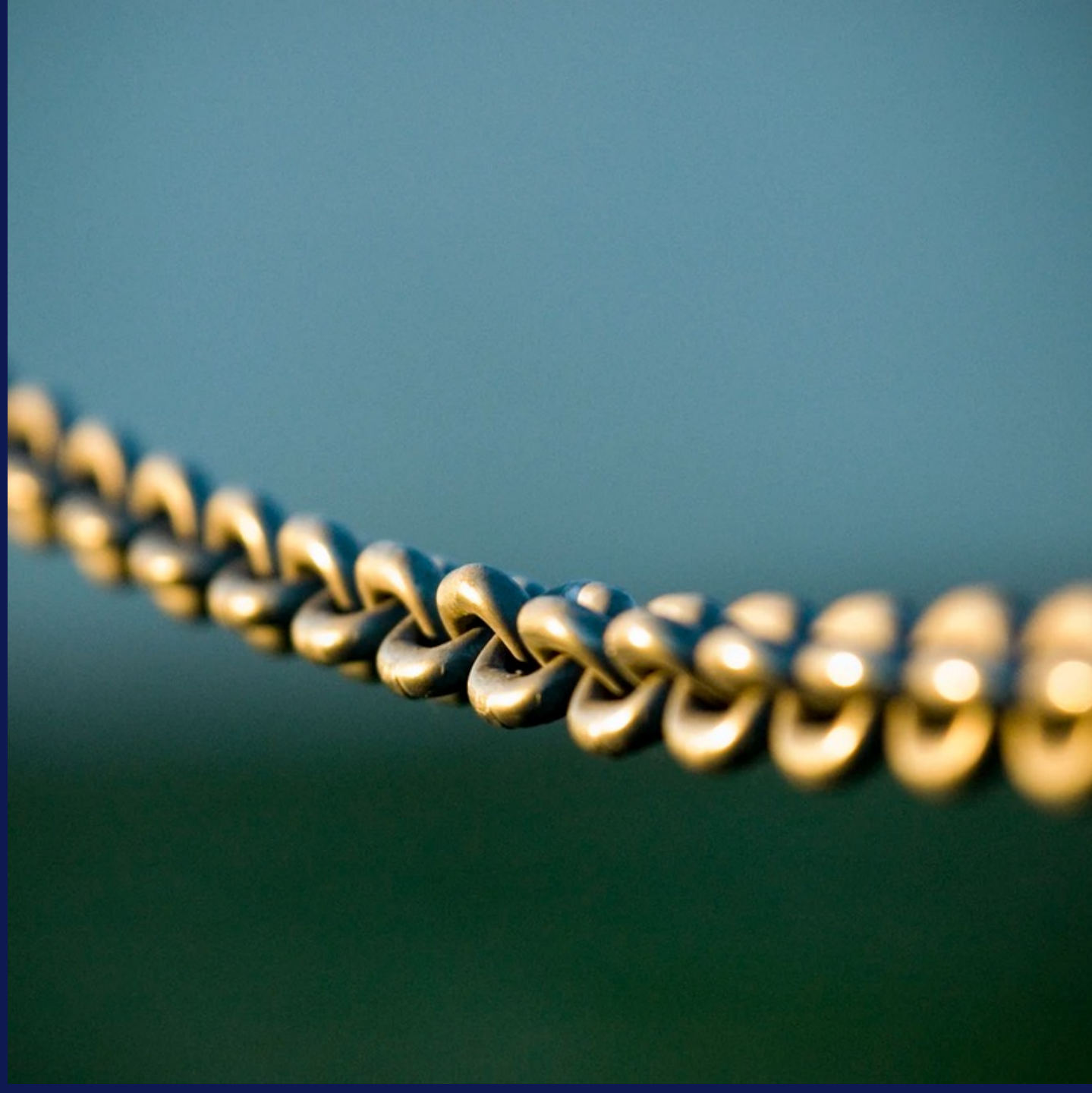
click

Rhea Darwinii

HMS Beagle

Fossils

Links



Copyrighted Material
Isabel Thomas

Daniel Egnéus

Moth



An Evolution Story

Copyrighted Material

What an
adventure!

What Mr Darwin Saw

by Mick Manning and Brita Granström



KS2 Science

Additional information

[Charles Darwin's on the Origin of Species retold and illustrated by Sabina Radeva](#)

[Georges-Louis Leclerc de Buffon](#)

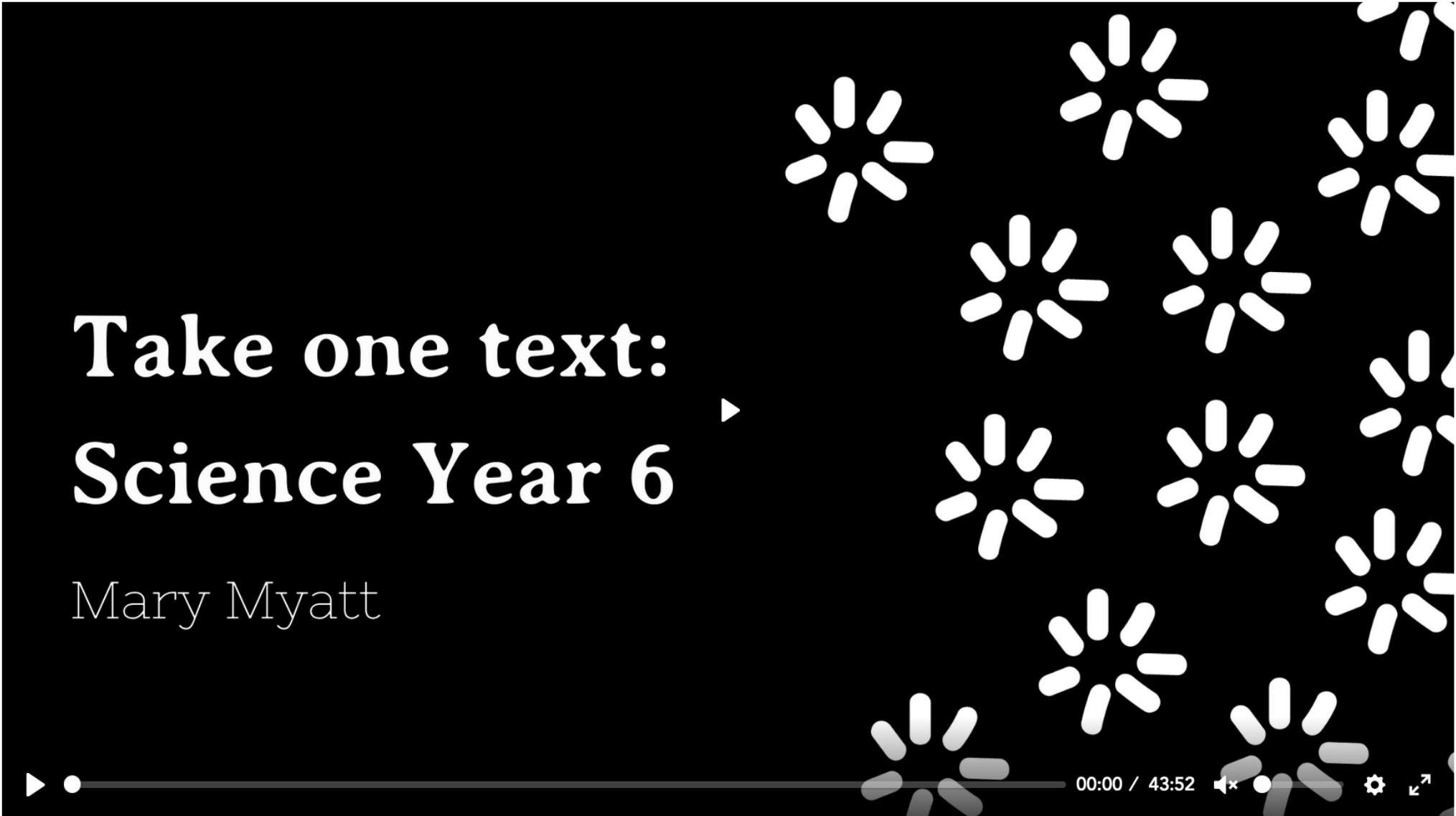
[Jean-Baptiste Lamarck](#)

[Alfred Russel Wallace](#)

[Mary Anning](#)

[What Mr Darwin Saw](#) Mick Manning and Brita Granstrom

[Moths: An Evolution Story](#) Isabel Thomas



Take one text: Science Year 6

Mary Myatt

Spring

There's no doubt, spring is here: the cherry trees are covered in blossoms. If the soil is warm enough, you can plant beans.

Beans are vines, or climb as they grow, their stem and curl. Plant and Rod planted stakes deep into the soil. The beans will wrap around for support as they grow.

POLLINATION

For a flower to make fruit, it must be pollinated. A grain of pollen released by the stamens must reach the pistil of a flower. Pollination can be done by the wind, the rain, birds, and bees. In some flowers, bees are attracted by the use of nectar. In other flowers, bees are attracted by the use of nectar. In other flowers, bees are attracted by the use of nectar.



In the summertime, a hive can house 20,000 bees.



INSIDE A FLOWER



A flower is a plant's reproductive organ. After pollination, the flower becomes a fruit containing many seeds.

In May, you can start harvesting red rhubarb stalks to make jam. But never eat rhubarb leaves! They're poisonous. You should not even put them in the compost bin.

By putting them in water, though, you can make an excellent natural aphid repellent.



Rhubarb



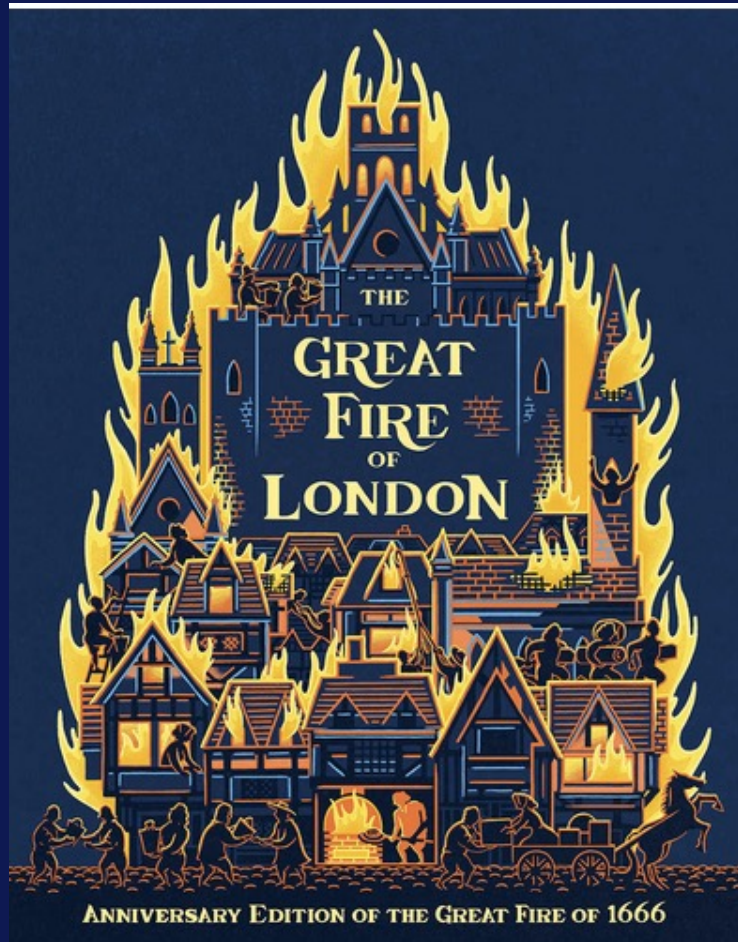
Scotch broom



Wisteria

Take care to protect strawberry plants from pests. Spreading wood ash around them keeps slugs and snails away, and covering them with nets discourages birds.





THE CITY OF LONDON

In 1666, London was not only the capital of England, but one of the biggest cities in the world. It was a bustling place, heaving with people and buildings, and its population was growing rapidly. In 1665, close to 100,000 Londoners - around a fifth of the city's population - died from the Great Plague, a disease that haunted London. However, even with all these deaths, the number of people living in London was still enormous.

And in 1666, the city was very different from the one we know today.

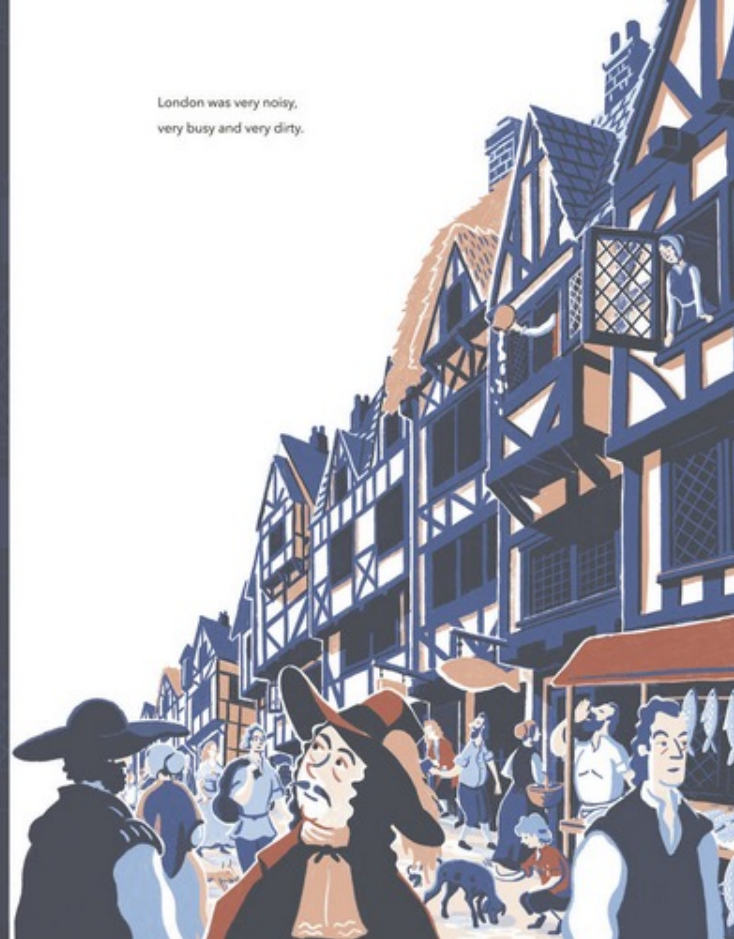


Buildings were mostly made from wood, straw and a tar-like substance called pitch, which protected the wood from water damage. However, the pitch also caught fire easily ...

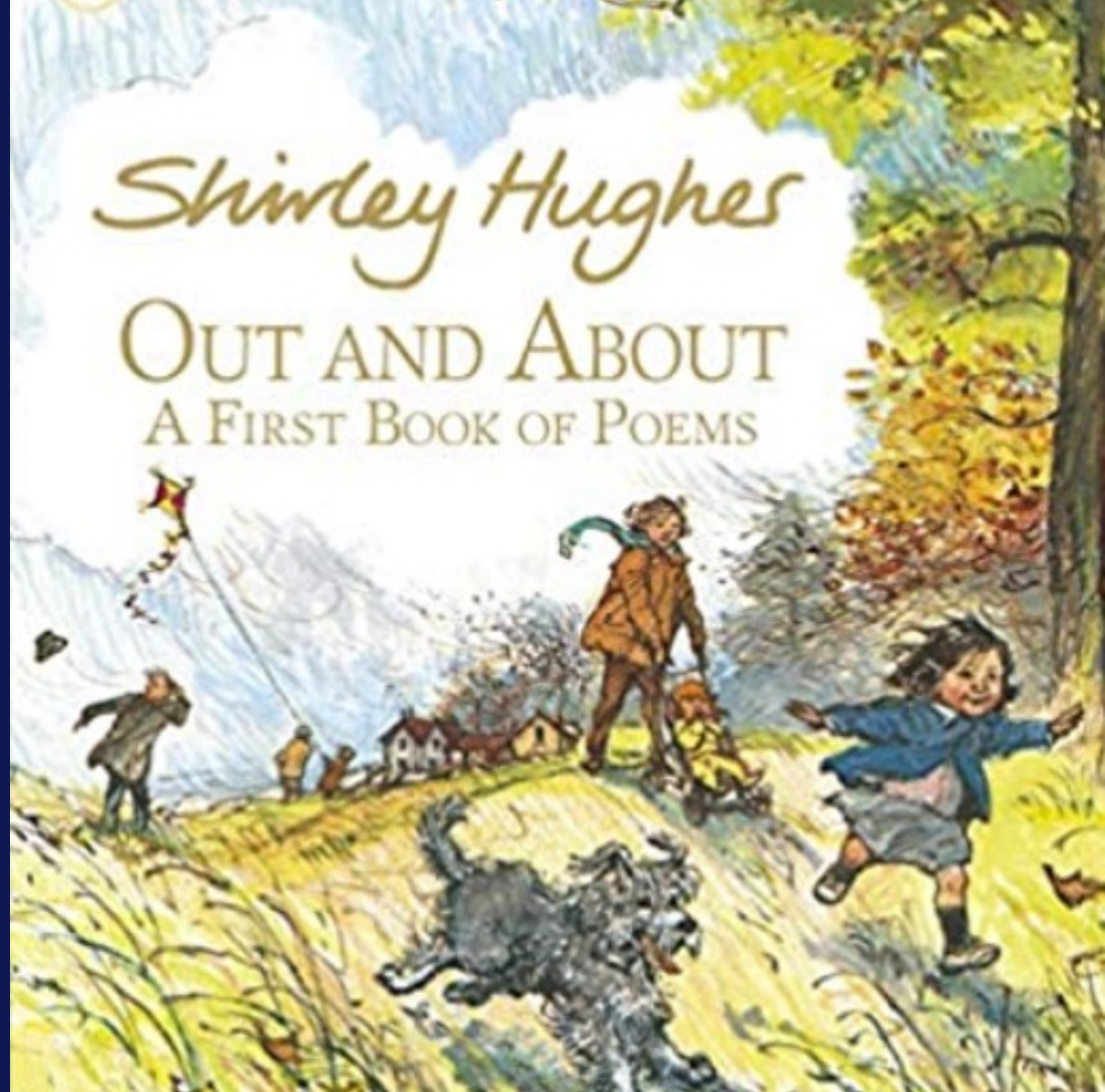
In the poorest parts of London, the buildings were so close together that neighbours could lean out of their own home and touch the house opposite. And the smell! Horse-drawn carts and carriages were pulled along the cobbled streets, and animal mess mixed with the waste from houses. There were few street sweepers, and no sewer systems to keep the city clean.



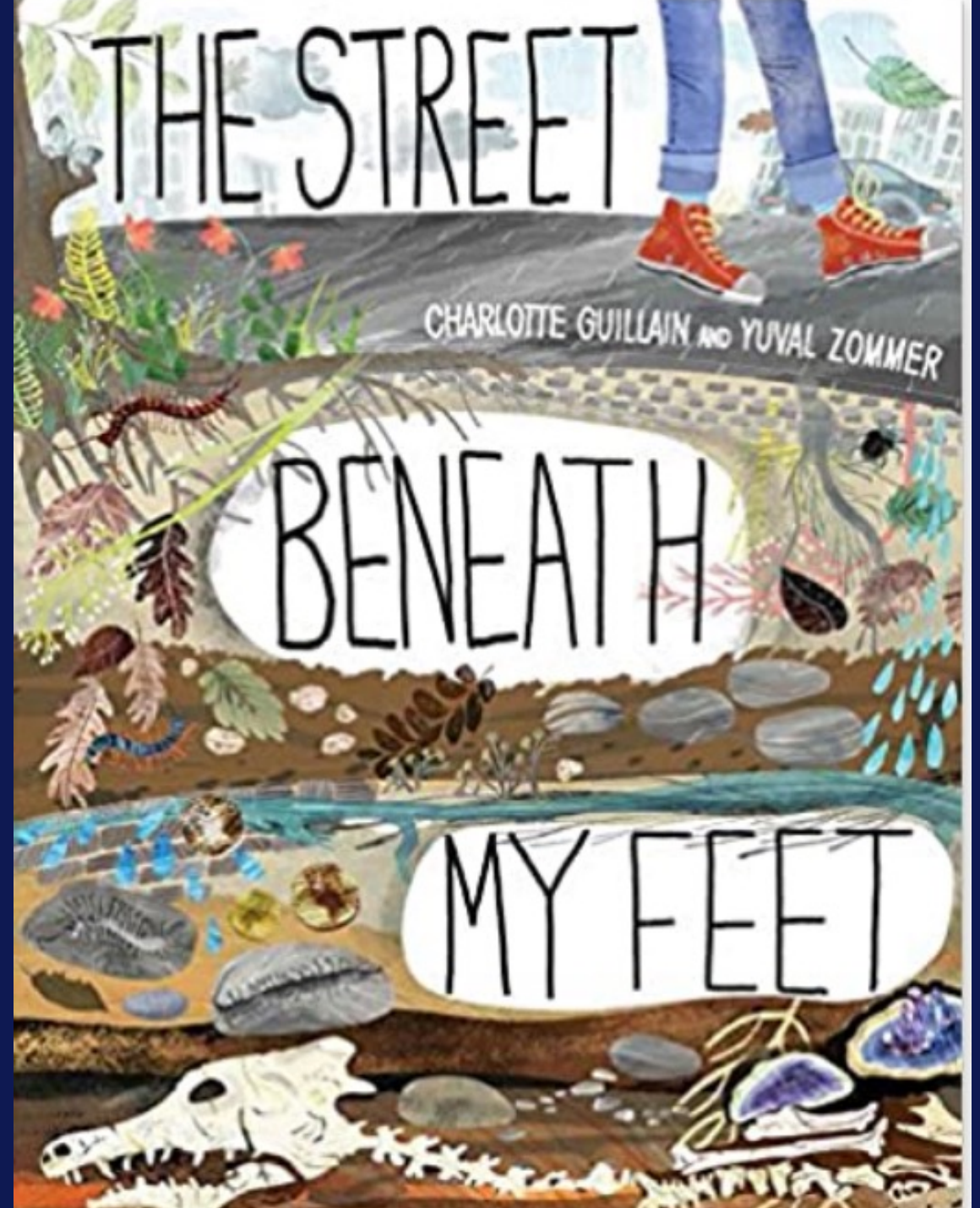
London was very noisy, very busy and very dirty.



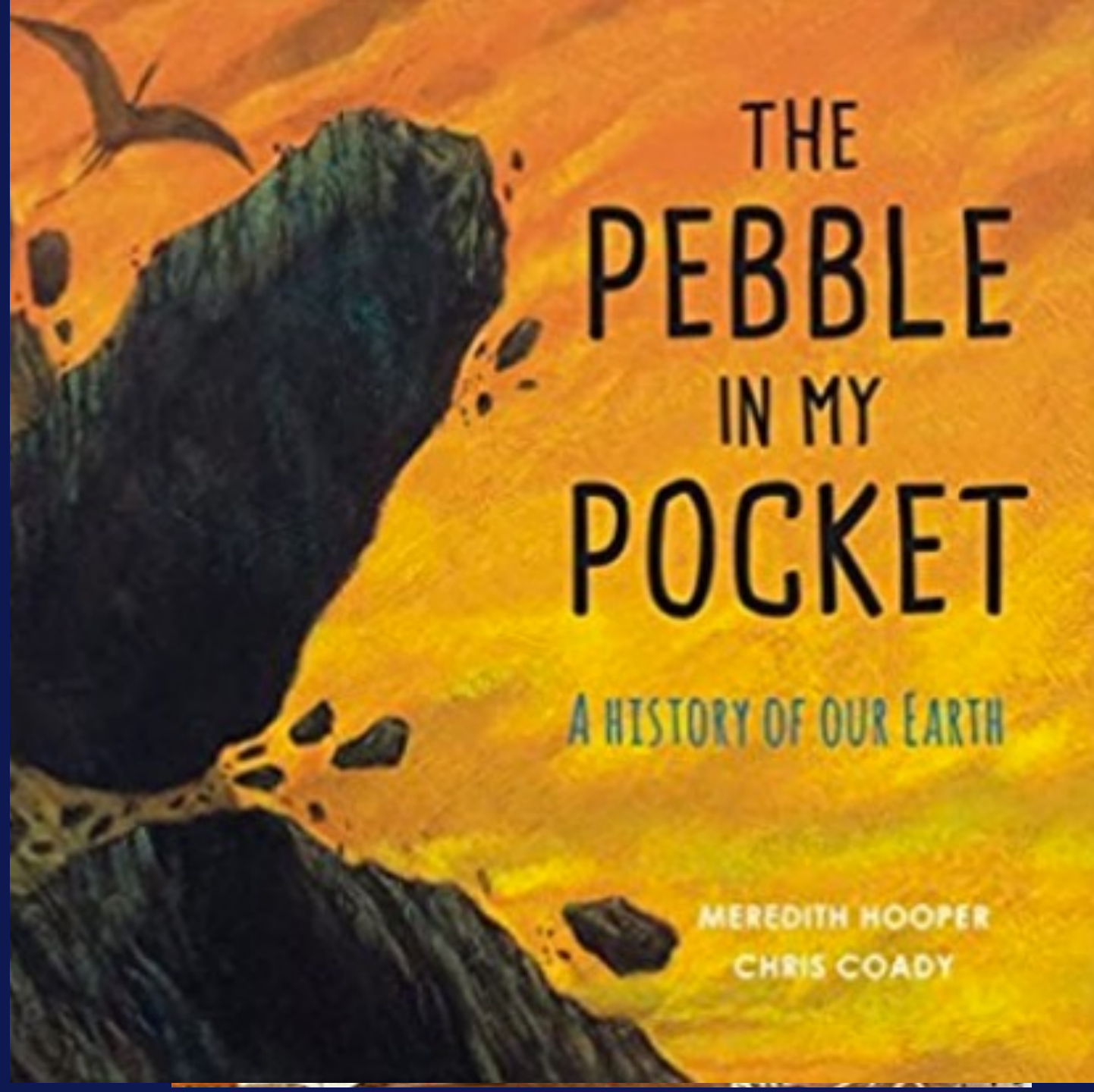
EYFS



Key Stage 1

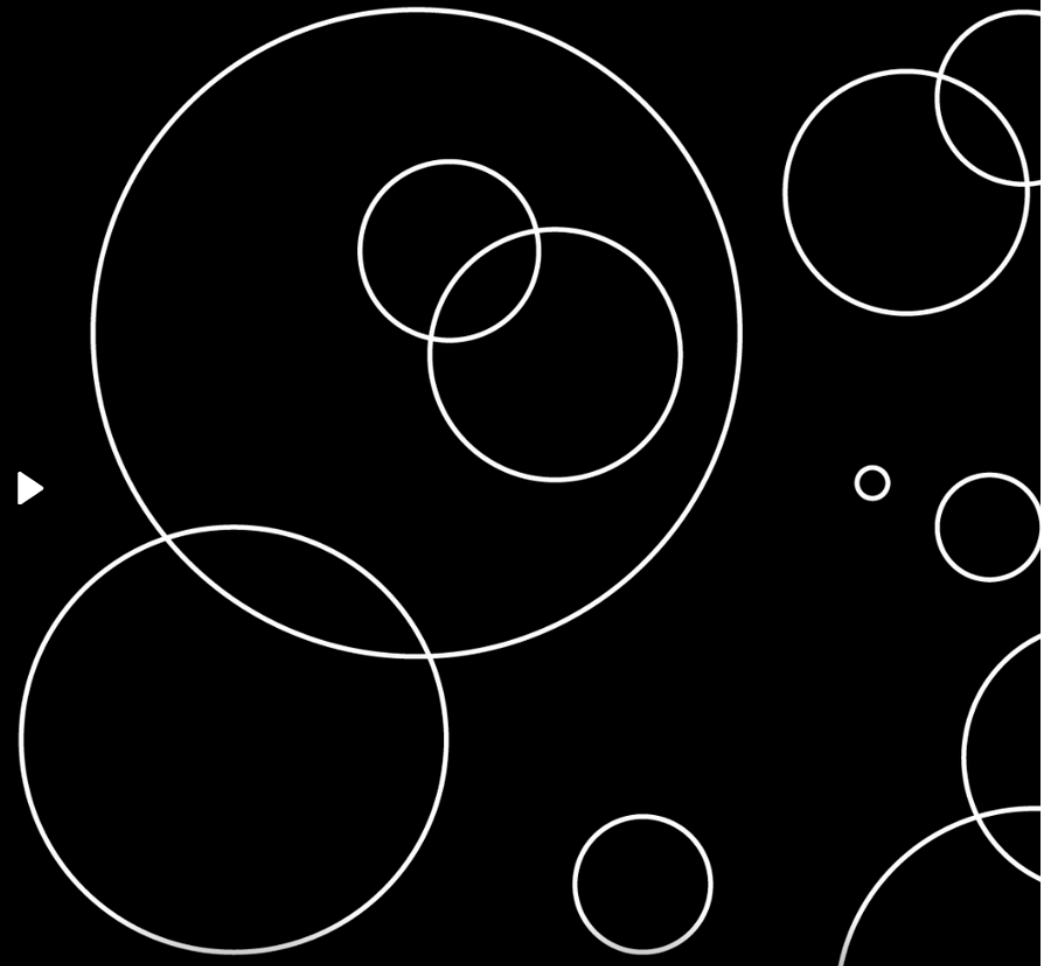


Key Stage 2



Stories in Primary Geography

Mary Myatt



00:00 / 52:04



BILL BRYSON

A Short History of Nearly Everything
is a witty, engaging
and well-informed guide
THE TIMES

A REALLY SHORT HISTORY OF *Nearly* EVERYTHING

THE WONDERFUL BOOK
ABOUT BASICALLY
ALL OF IT



Illustrations by

DANIEL LONG & DAWN COOPER & JESÚS SOTÉS & KATIE PONDER



THE CHRONICLES OF
NARNIA
THE **LION,**
THE
WITCH
AND THE
WARDROBE

C.S.Lewis

BOOK 2



DAVID HOCKNEY
& MARTIN GAYFORD



A HISTORY
OF PICTURES
FOR CHILDREN

Thames & Hudson

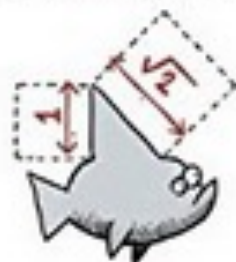
ILLUSTRATED BY Rose Blake

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

HIDDEN FIGURES

The True Story of Four Black Women
and the Space Race



by New York Times bestselling author
MARGOT LEE SHETTERLY
with WINIFRED CONKLING

Illustrated by
LAURA FREEMAN



On A BEAM OF LIGHT

A Story of Albert Einstein by Jennifer Berne pictures by Vladimir Radunsky

LONDON

Salvatore Rubbino





Search



The Great Fire of London: Anniversary Edition

by Emma Adams & James Weston Lewis
illustrator

History Year Group 1 Key Stage 1



In 1666, London's citizens woke to see the skyline above their city's cramped wooden houses ablaze. Illustrated by James Weston Lewis, the events of November 1666 come to life, from the single smouldering coal that falls out of the baker's oven to the swirling clouds of ash that engulfed the city. As the pages turn, pupils witness London burning to the ground and then rebuilding.

Programme of Study

KS1 programme of study

Pupils should be taught about:

– events beyond living memory that are significant nationally or globally for example, the Great Fire of London

[Read more on POS website](#)

Resources

[Download template](#)



Search



On the Origin of Species

by Sabina Radeva

Science Key Stage 2



For most of history, people believed that everything in the world was created at once. But scientists started to challenge that idea and in 1859 Charles Darwin, a naturalist and biologist, wrote *On the Origin of Species* that revolutionised the way that we have understood evolution ever since.

Scientist and illustrator Sabina Radeva has recreated Darwin's most famous work with lovely pictures to help pupils learn about evolution. The book draws on Darwin's observations from his travels around the world and his explanation of how species form, develop, and change over hundreds of thousands of years.

Programme of Study

Year 6 programme of study
Evolution and inheritance

Pupils should be taught to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.

[Read more on POS website](#)

Download resources

[Download unit plan](#)



Search



A Walk in London

by Salvatore Rubbino

Geography Year Group 1 Key Stage 1



A young girl and her mother spend the day in London. They board a red bus and take a tour of some of London's landmarks: Trafalgar Square, St Paul's Cathedral, the Tower of London and Buckingham Palace.

Programme of Study

Key Stage 1 programme of study
Locational knowledge

Pupils should be taught to:

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

[Read more on POS website](#)

Resources

[Download template](#)

📁 COLLECTION

Collection: A curriculum based on books

♡ Add Collection To Favorites

A curriculum based on books - part 1

Karl Duke

00:01 19:28

3 VIDEOS

Autoplay

A curriculum based on books - part 1
19:28 ✓

Karl describes his journey and the reasons why he built his curriculum based on books.

A curriculum based on books - part 2
40:52 ✓

A curriculum based on books - part 3
21:13 ✓

♡ Add to Favorites

↑ Share

✓ Mark as Watched



Rachel Higginson



KD

02:23



19:28



Why stories matter

Big picture



Complex ideas



Enrich vocab



Inclusive for all



What adds
greatest value?



*Principles of
Implementation:*

Do texts and
resources reflect the
ambitious intent?







Privilege
thinking





Privilege
thinking



Lead to
mastery





Privilege
thinking



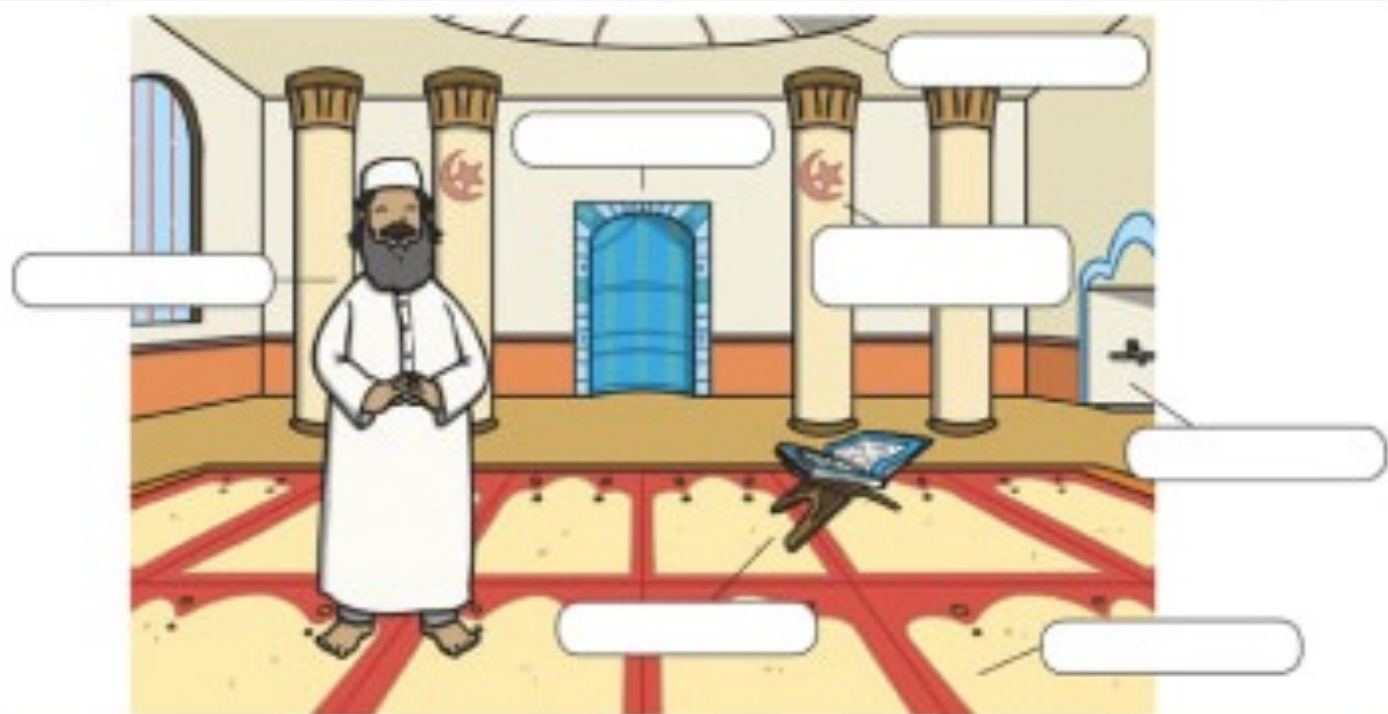
Lead to
mastery



Beautiful

Places of Worship: Mosque


Prayer mat	Qubba (Dome structure)	Mihrab (recess to indicate the direction of Mecca)	Wash room	Crescent moon and star	A Qur'an (Holy Book)	Imam
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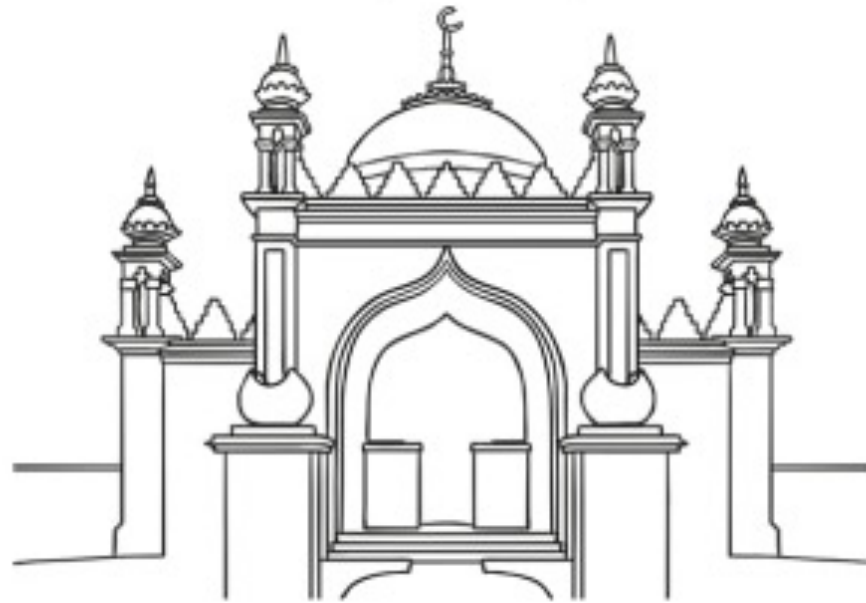
Mosque Answers

Wash room	Crescent moon and star	A Qur'an (Holy Book)	Imam
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, I believe 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

Design a Mosque



twinkl

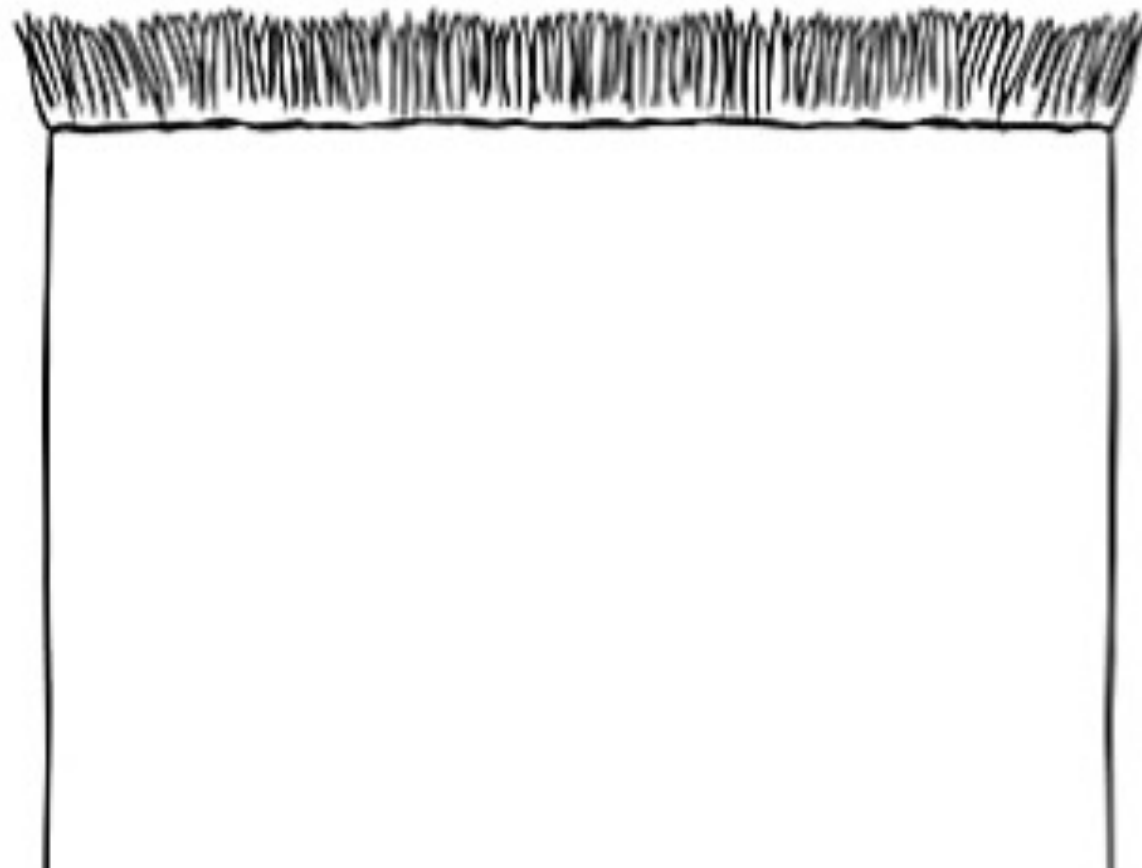
twinkl.com

ink saving

Eco

Design Your Own Prayer Mat

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









روایت ابتدای عصر و قنن کعبه دن بگا بود و در
گورده و قریب شدن بر بولک جماعت حره ایچندن لوتون









Authentic sources







Teaching History with 100 Objects

The British
Museum

A Greek goddess >

About the object

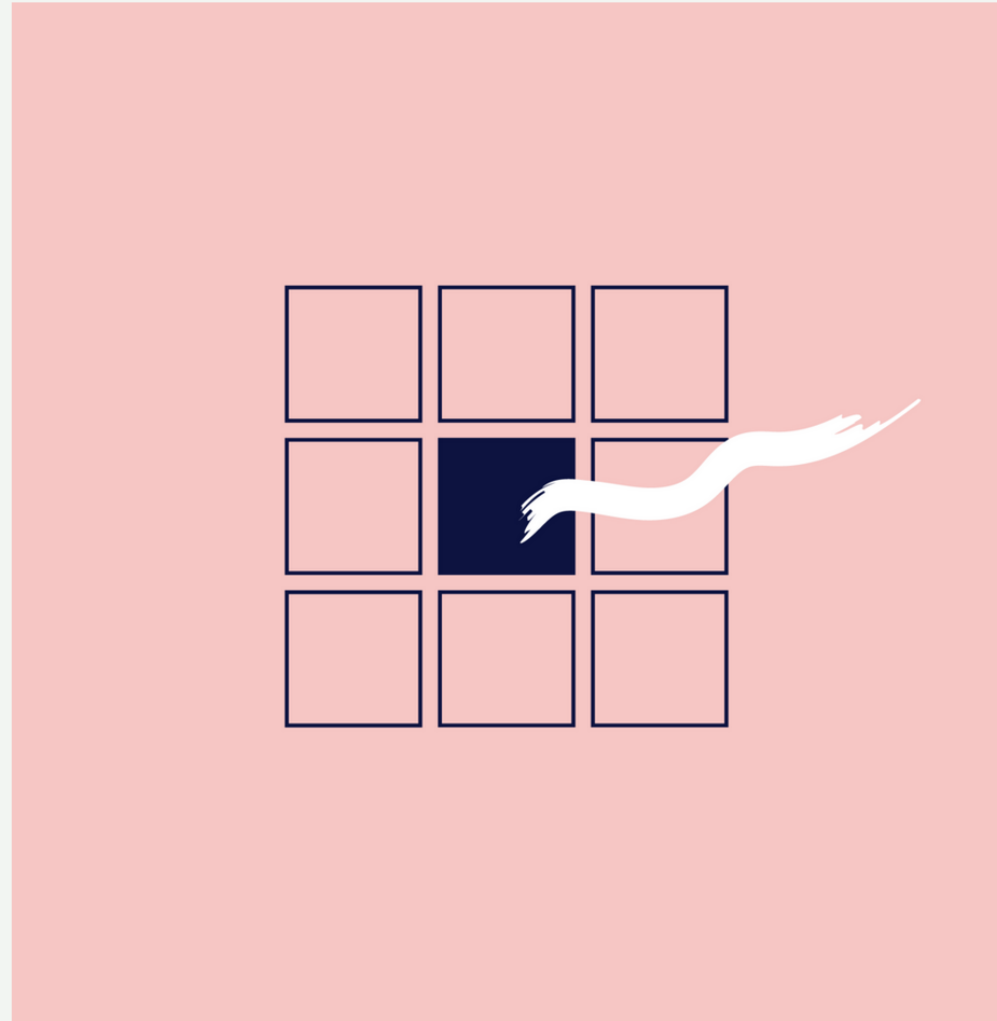
A bigger picture >

Teaching ideas >

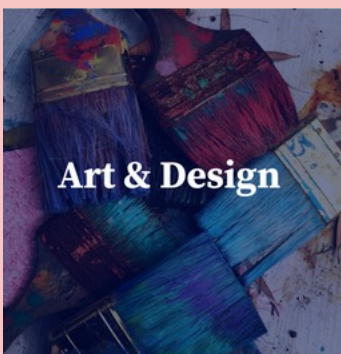
For the classroom >

Subject Links

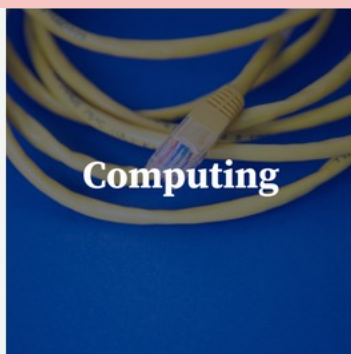
If you are looking for an overview of individual subjects in the national curriculum you can find some helpful commentary here.



[Subject Links](#)



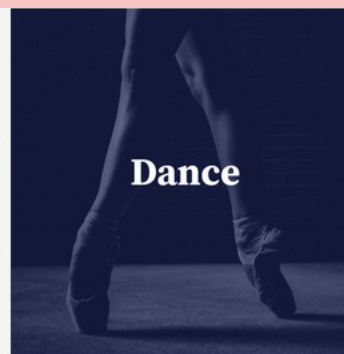
Art & Design



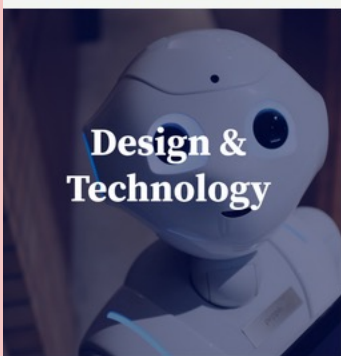
Computing



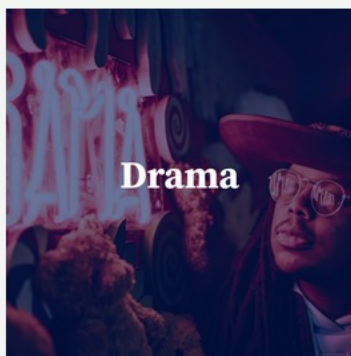
Citizenship



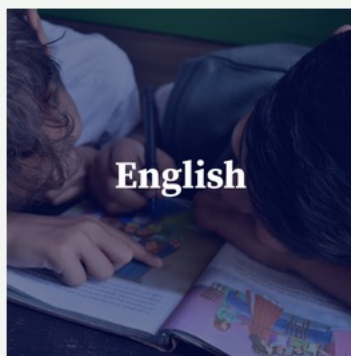
Dance



Design & Technology



Drama



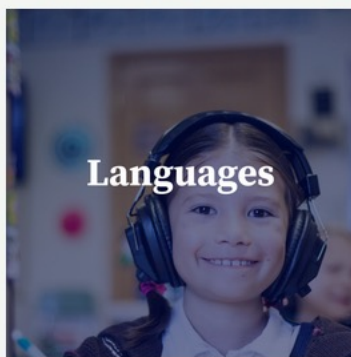
English



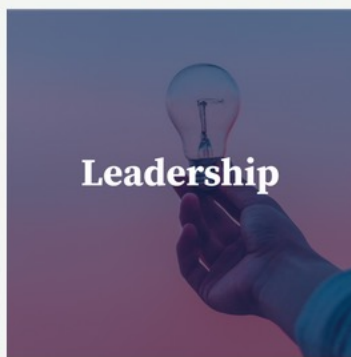
Geography



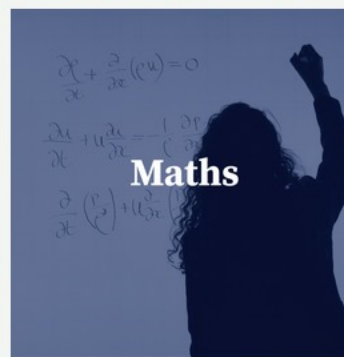
History



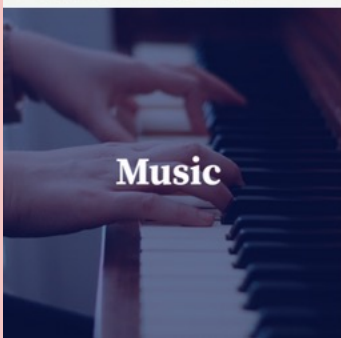
Languages



Leadership



Maths



Music



Physical Education



Religious Education



Science



Mary Myatt

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Myatt & Co



Long-term learning

Primary Subject Networks: RE

Monday 23rd May

Daniel Martin

RE - Monday 23rd May 16:00 – 17:30

A chance to hear the latest news in RE with Daniel Martin

[Get Access](#)

Primary Subject Networks: Computing

Matt Moore

Computing - Thursday 26th May 16:00 – 17:30

A chance to hear the latest news in Computing with Matt Moore

[Get Access](#)

Primary Subject Networks: Music

Thursday 23rd June

Nick Sermon

Music - Thursday 23rd June 16:00 – 17:30

A chance to hear the latest news in Music with Nick Sermon

[Get Access](#)

Primary Subject Networks: PSHE

Tuesday 28th June

Emmanuel Awoyelu

PSHE - Tuesday 28th June 16:00 – 17:30

A chance to hear the latest news in PSHE with Emmanuel Awoyelu

[Get Access](#)

Primary Subject Networks: Music

Thursday 23rd June

Nick Sermon

Music - Thursday 23rd June 16:00 – 17:30

A chance to hear the latest news in Music with Nick Sermon

[Get Access](#)

Primary Subject Networks: PSHE

Tuesday 28th June

Emmanuel Awoyelu

PSHE - Tuesday 28th June 16:00 – 17:30

A chance to hear the latest news in PSHE with Emmanuel Awoyelu

[Get Access](#)

Primary Subject Networks: Geography

Tom Brassington

Geography - Tuesday 5th July 16:00 – 17:30

A chance to hear the latest news in Geography with Tom Brassington

[Get Access](#)

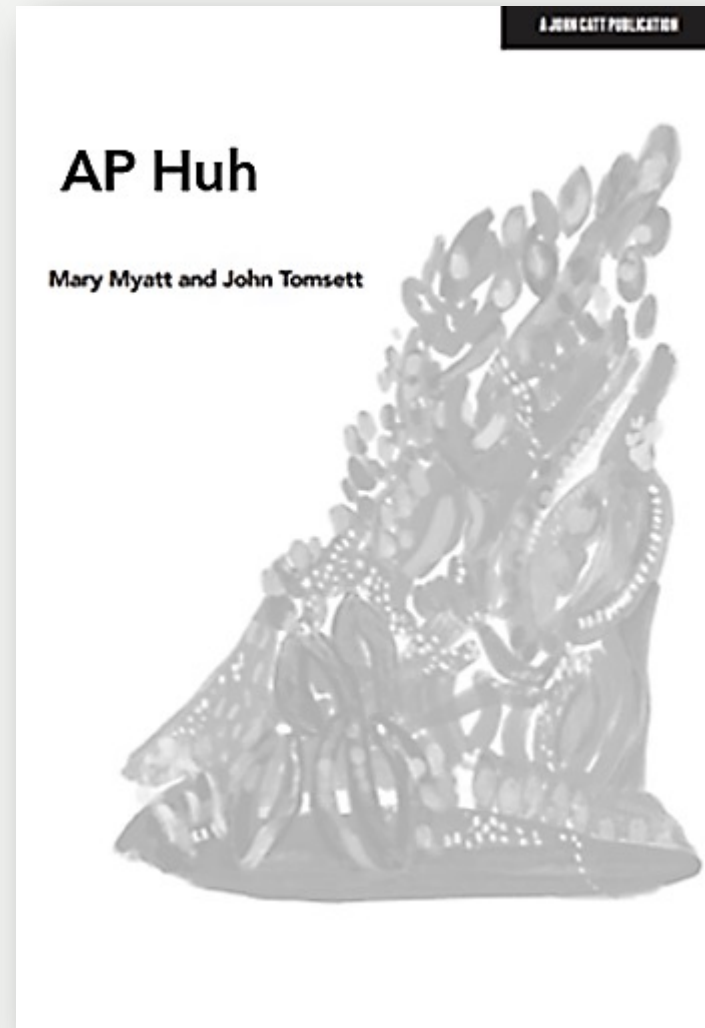
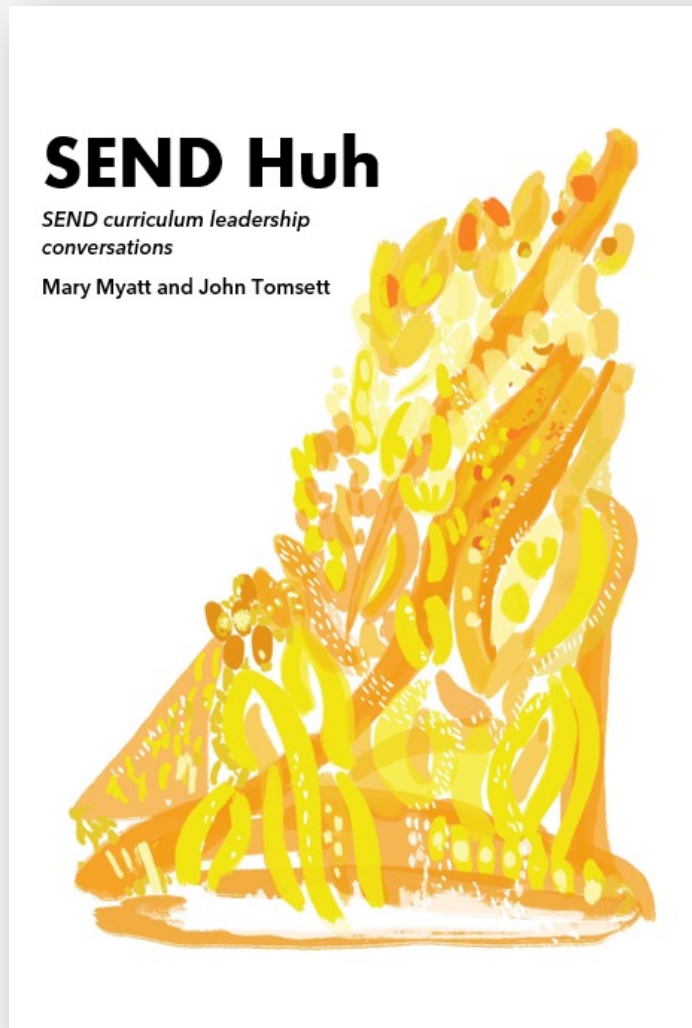
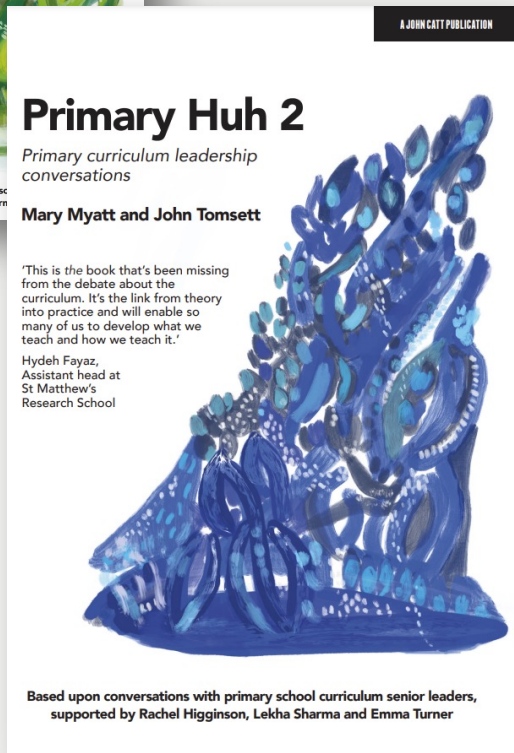
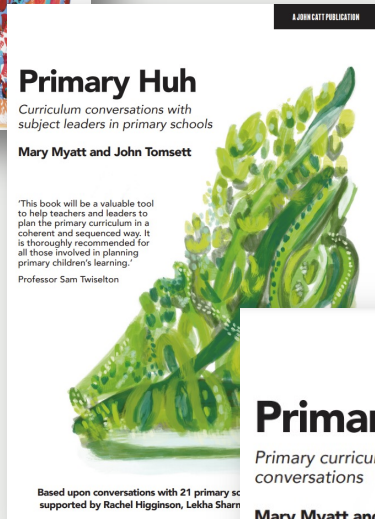
Primary Subject Networks: History

Mr T does History

History - Monday 11th July 16:00 – 17:30

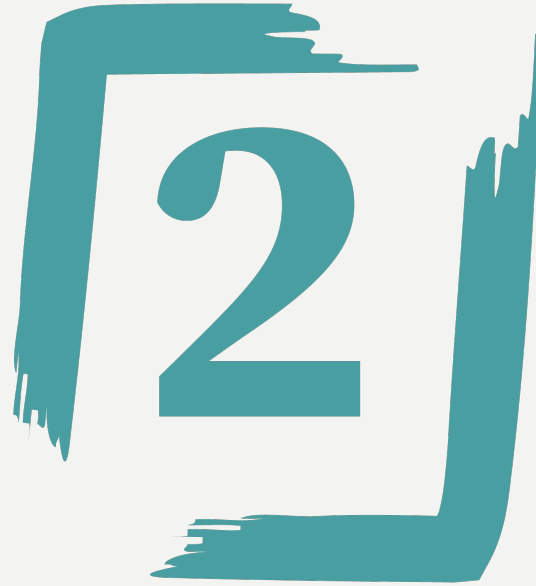
A chance to hear the latest news in History with Mr T does History

[Get Access](#)





Ambition



Helpful insights



Implementation

Humans first
Professionals second





**Rethinking
Curriculum**

*Making curriculum
choices ambitious*



Mary Myatt

20 June 2023

CHARTERED
COLLEGE OF
TEACHING