

# CURRICULUM DEVELOPMENT

Sharing the journey with Parents  
12<sup>th</sup> October 2022

# WHAT DO WE MEAN BY CURRICULUM DEVELOPMENT?

- A fundamental review and rebuilding of the learning experiences that we provide for all children.
  - The Core Curriculum: English & Maths (&Science)
  - The Wider Curriculum: All foundation Subjects  
*History / Geography / (Science) / Art / Music / RE / PSHE\* /  
Computing / DT / PE / MfL\*\**

\* *Personal Social Health Education*

\*\* *Modern Foreign Languages*

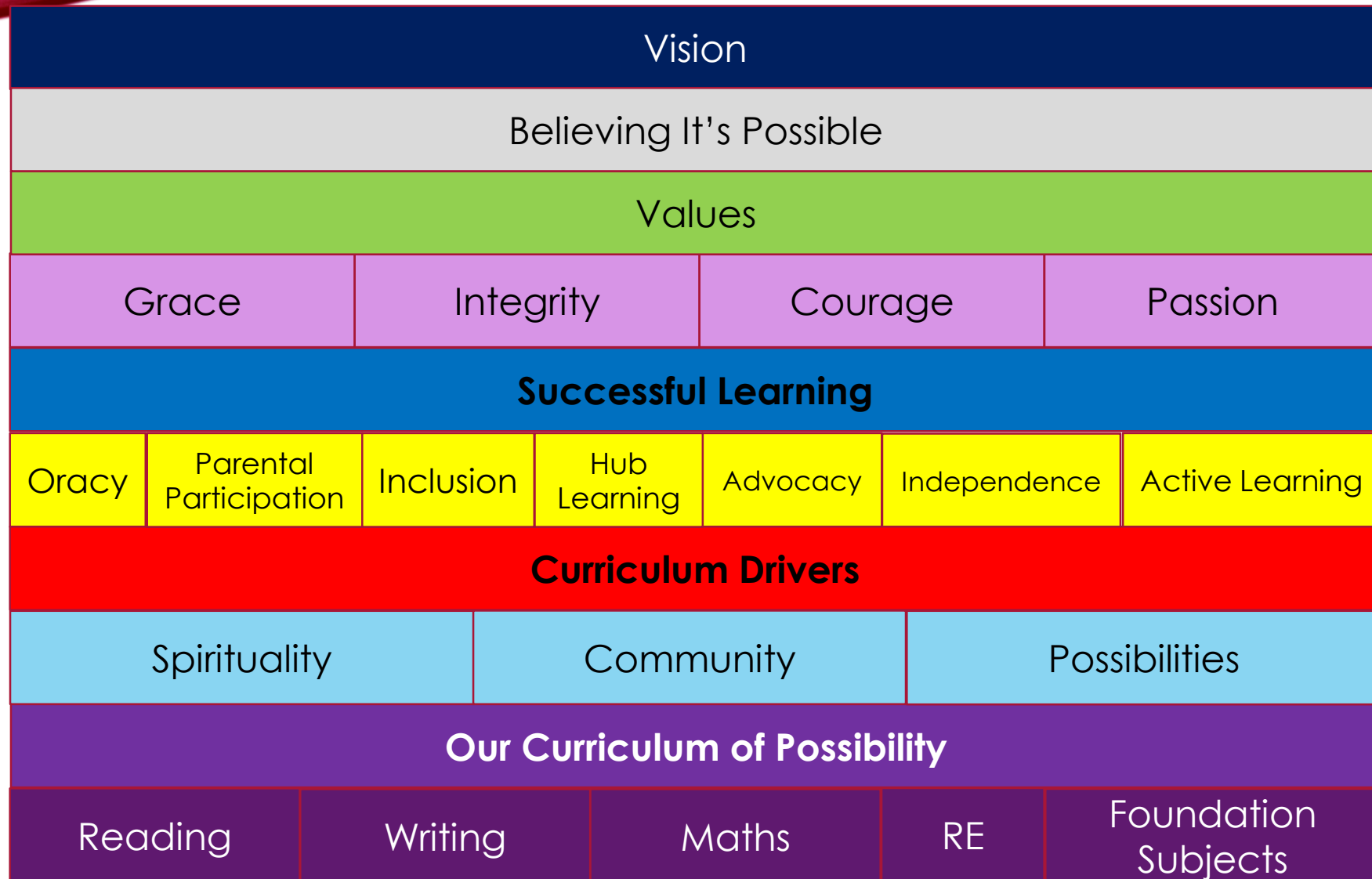
# WHERE WE STARTED

- Vision – ‘Believing It’s Possible’



Curriculum of Possibility

# Our Model of Intent



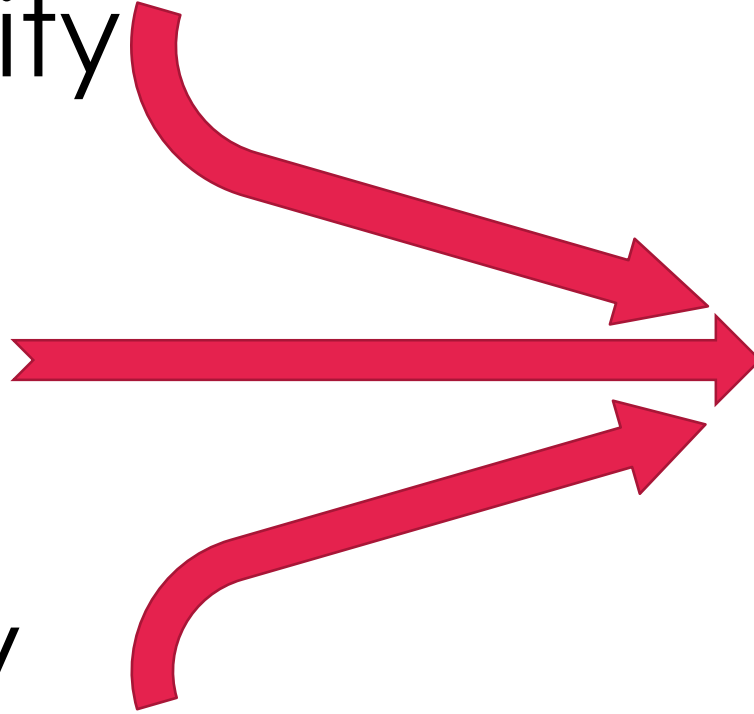
# CURRICULUM DRIVERS

- Community

- Possibility

- Spirituality

Teaching  
&  
Learning



## 2 PILLARS OF LEARNING

Content

Approaches

What

Why

Subjects

Successful Learning  
(T&L Principles)

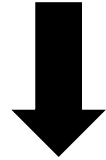
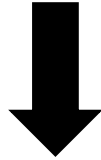


# Curriculum Drivers

Spirituality

Community

Possibilities



## Geography

Space



organise & manage

Scale



local &

Change



timescale

Sustainability

## History

Significance



past, present &

Artefacts



primary &

Conflict



fight, battle or

Settlement



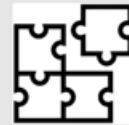
## Science

Changes



From one thing  
to another

Structure



Parts that are  
arranged in  
some way

Energy



Strength &  
power

Function  
& Process



Job,  
procedure &  
action

Similarity &  
difference



Cause & effect



Why & what

Working  
Scientifically



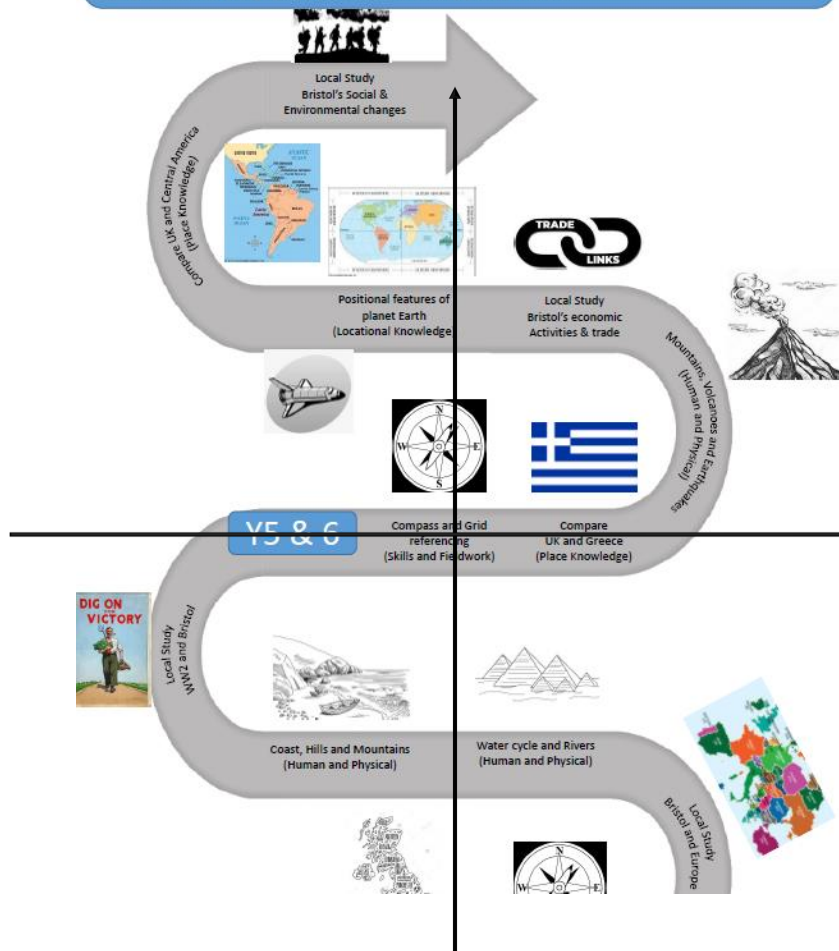
## Stoke Bishop C of E Primary School's two-year curriculum Enquiry titles

	Curriculum of Possibility Cycle A		
	Autumn Term	Spring Term	Summer Term
Year 1 & 2	Why did the Fire of London become so Great?	What would it be like to be a King or Queen?	Local Study of Stoke Bishop Has Stoke Bishop changed for the better?
Year 3 & 4	Is it all made up?	How has Britain changed under our Queen's reign?	Local Study of Bristol What did the Romans do for Bristol?
Year 5 & 6	Did we do enough to stop Britain being invaded?	How have the Greeks influenced our future?	Local Study of Bristol How Bristol has influenced and been influenced by the wider world?

	Curriculum of Possibility Cycle B		
	Autumn Term	Spring Term	Summer Term
Year 1 & 2	What is it like to discover somewhere new?	How has medicine helped us?	Local Study of Bristol How important has transport been for Bristol?
Year 3 & 4	Were the Egyptians really great inventors?	Who ruled Britain after the Romans?	Local Study of Bristol What was it like to be evacuated?
Year 5 & 6	Do we really need to leave this planet?	How does a civilization decline?	Local Study of Bristol How has war change Bristol?

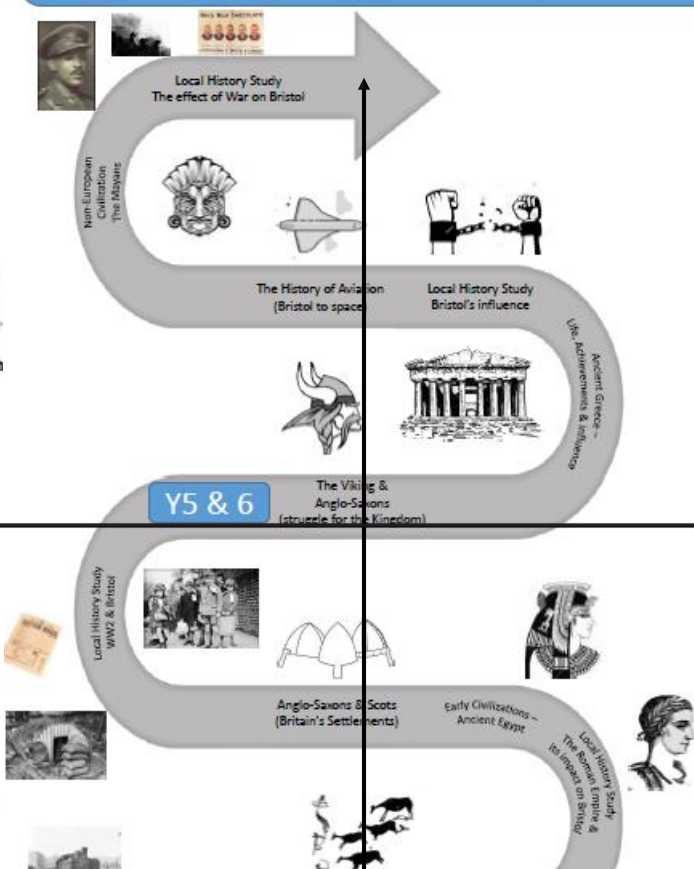
Geography Stoke Bishop Church of England Primary School  
Believing it's Possible 

Here at Stoke Bishop we aim to provide a high quality geography curriculum to inspire, challenge and engage children to understand more about the world around them. Teaching key concepts such as place, space, interconnections, scale, environment, sustainability and change. These will help to provide children opportunities for field work and develop key geographical skills to inspire a love of learning. The intent for geography at Stoke Bishop is to deliver the national curriculum in an engaging, exciting way. An engaging and active geography curriculum can help to raise cultural capital and develop connections through people and events in different places and cultures.



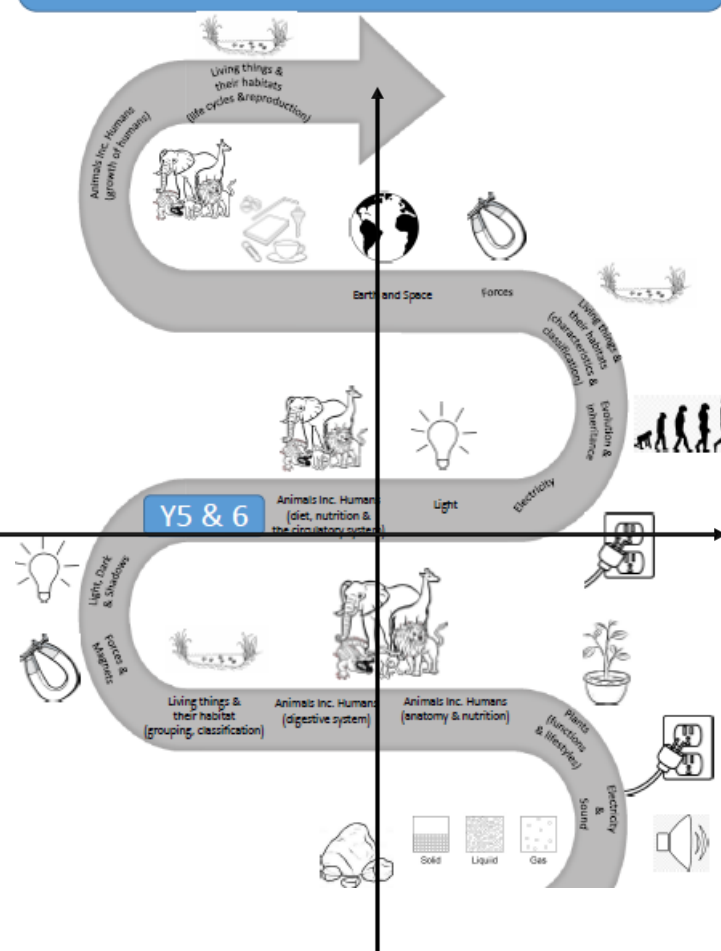
History      Stoke Bishop Church of England Primary School      

Here at Stoke Bishop we believe that history is an essential part of the curriculum; a subject that not only informs minds, but also is woven and should be an integral part of learning. The intent for History at Stoke Bishop is to deliver the national curriculum in an engaging, exciting way. History has had an impact on the lives and experiences of everyone today. We live in a society that has been shaped by significant events and people of the past. It is important for children to understand cultural, national and international history as a way of creating a shared identity and interconnections. An engaging and active history curriculum can help to raise cultural capital and develop connections through people and events in different places and different times. Through teaching history, the school aims to equip our children to use critical thinking and creativity to understand the way that the world is always changing, interacting, inspiring and challenging events of the past give children an enthusiasm and intrigue that will feed into other areas of learning, as these skills are transferable.



Science
 Stoke Bishop Church of England Primary School  
 Believing it's Possible
 

At Stoke Bishop, we believe Science should teach our children an understanding of natural phenomena. We aim to nurture children's curiosity in discovering why things happen and how things work. Science lessons teach methods of enquiry and investigation to stimulate creative thought. We encourage children learn to ask scientific questions and begin to appreciate the way in which science will affect the future on a personal, national, and global level.



## Prior Knowledge

- Egypt is a country in the continent of Africa.
- The climate of Egypt is different to that of the UK.
- Human and physical geographical features of Egypt.

## Key Vocabulary

BC	Used to show that a date is before the year 0. This is counted backwards, so 200 BC is before 100 BC.
AD	Used to show that a date is after the year 0. This is counted forwards, so AD 100 is before AD 200.
irrigation	A system of canals or channels Egyptians dug to supply water to grow crops over a larger area than the water would reach naturally.
silt	Fine particles of soil, clay or sand carried and left by water.
hieroglyphics	A system of writing that used pictures and symbols (hieroglyphs) instead of letters.
cartouche	An oval shape in which the names of kings and queens were often written in hieroglyphics to show that they were special.
pharaoh	A ruler of ancient Egypt.



## Year 3 + 4, Term 1-2

Were the Egyptians really good inventors?

Driver Text: Marcy and the Riddle of the Sphinx

Opportunities for visitors, trips and outdoor learning

Bristol Museum

Global citizenship:

## Concepts Covered

Geography: place, space, interconnection, scale, environment, sustainability, change

History: significance, artefacts, conflict, settlement, civilisation, Travel and exploration, People and beliefs

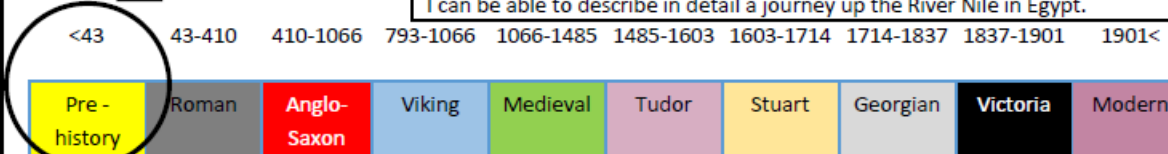
Science: changes, structure, energy, working scientifically. Function and Process, Similarity and difference, cause and effect

## Key Knowledge



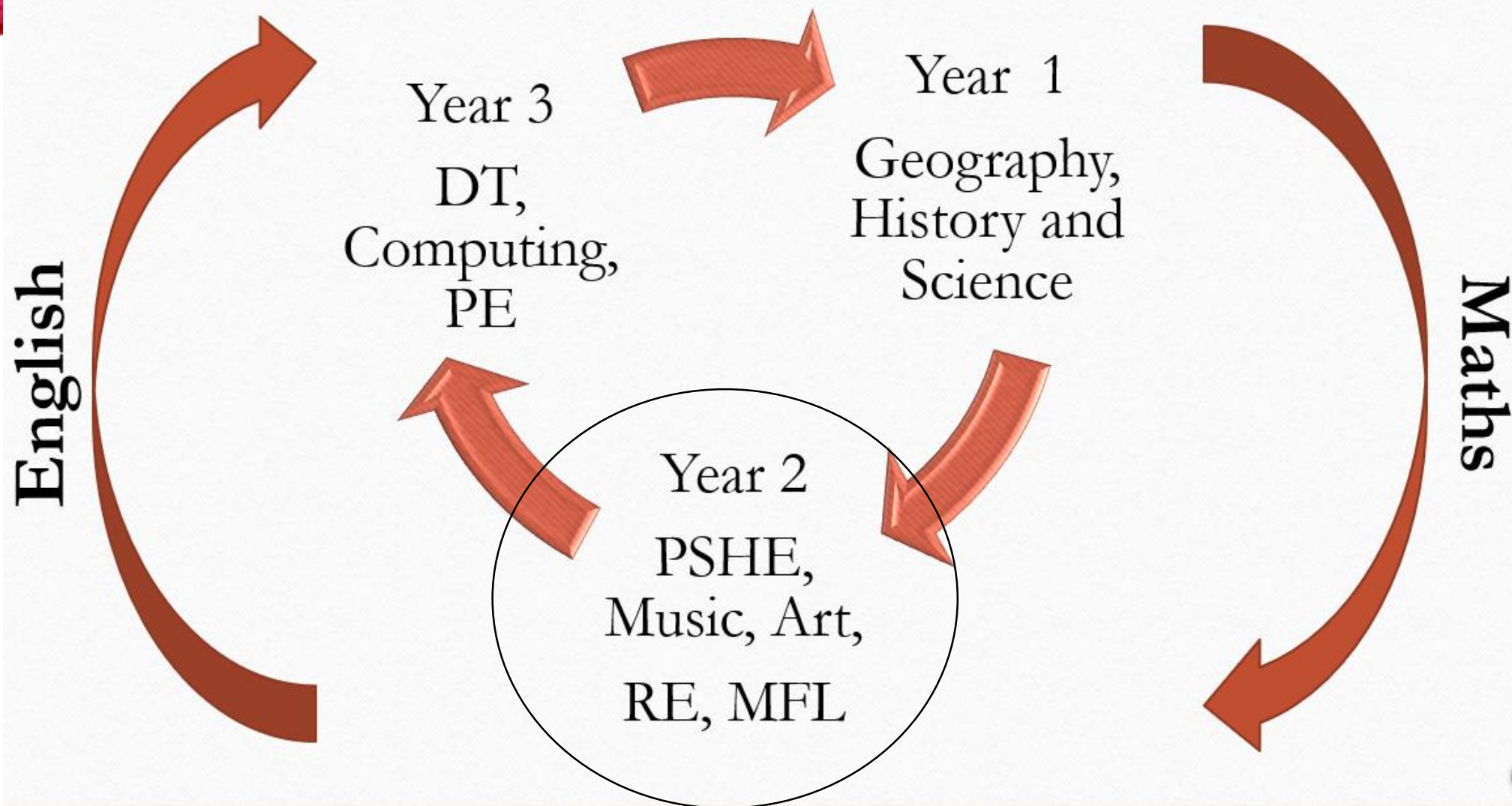
3500 BC AD 1 AD 1500

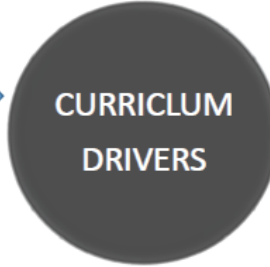
Ancient Egypt  
Ancient Rome



- I can locate where Egypt is on a map.
- I can locate ancient Egypt in time and place.
- I can describe the location and features of the River Nile.
- I can describe the journey of the River Nile from source to mouth.
- I can find out how society in ancient Egypt was organised.
- I can find out who the pharaohs were and why they were important.
- I can find out about Tutankhamen and how artefacts can teach us about the past.
- I can understand the importance of artefacts in helping us find out about the past.
- I can find out about the way of life in ancient Egypt
- I can learn about the Egyptian landscape and find out how it impacted on people's lives in Ancient Egypt.
- I can find out the positive and negative effects of the Aswan High Dam on the River Nile.
- I can learn about Egyptian tombs, pyramids and burial sites.
- I can investigate the inventions and achievements of the ancient Egyptians.
- I can recall, select and organise historical information.
- I can explore the physical and human geography of the Nile Delta.
- I can explore uses for the River Nile and how these have changed over time.
- I can be able to describe in detail a journey up the River Nile in Egypt.

## Our Curriculum three Year development cycle





# What Next?



Spirituality

Community

Possibilities

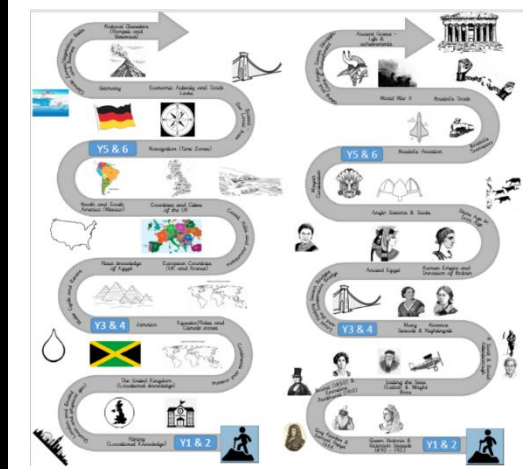
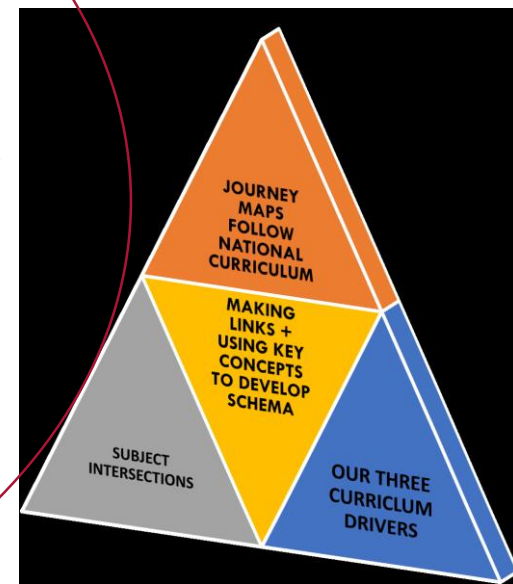
- Reflectiveness
- Sense of belonging
- Understanding of place in this world

- Understanding heritage + local knowledge
- Stoke Bishop + Bristol's varied History
- Becoming Global Citizens + agents for change – sustainability, Diversity, + Equality

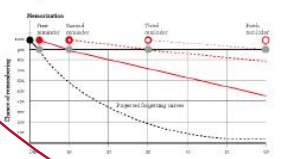
- Access the curriculum
- Cultural Capital
- Equality + social mobility
- Experiences and trips



## CURRICULUM DESIGN



## MAKING IT STICK



Year	Subject	Topic	Score	Comments
Y1	Maths	Addition	85	Good progress
Y2	Science	Plant Life	78	Needs more practice
Y3	History	Rome	92	Excellent understanding
Y4	Geography	UK Regions	88	Strong knowledge
Y5	Art	Portraits	95	Very creative
Y6	English	Grammar	82	Improving



# OTHER KEY AREAS OF FOCUS

- Local study – learning from what's around us – in Stoke Bishop, Bristol and the South West
- 'Decolonisation' – A wider perspective on the world we live in and the history of how we have got to this point.
- Understanding National, International and Global issues:
  - Equalities & Diversity (MeToo & BLM)
  - Climate Crisis
  - Technology

# T & L PRINCIPLES

- Focus on specific skills we want children to develop
  - and to know that's what they are doing (big word alert):

## Metacognition

Why?

- Because the strongest learners are the ones who know what they are doing and can then repeat those skills in other learning situations.

*"The important thing is not so much that every child is taught, but rather that every child is given the wish to learn."*

*John Lubbock*



# OUR TEACHING & LEARNING PRINCIPLES

<https://www.stokebishop.bristol.sch.uk/teaching-and-learning/>

- **Active learning**
- **Independence**
- **Inclusion**
- **Advocacy**
- **Hub Learning**
- **Parental Participation**
- **Oracy**



# EXTRA - CURRICULAR

- Ever widening range of activities to support children in exploring what's out there – sport, music, crafts, wider interests
- Activities take place at lunchtime and after school
- We are very aware that there are often costs attached to some of these. We support, where we can, to promote inclusion and opportunity for all children.



## SOME CONCRETE EXAMPLES

- Learning activities in classrooms.
- Try some different age groups.
- ICT suite – ‘Plickers’ assessment strategy.
- Teaching staff are there to facilitate and inform your thinking.



# REFRESH THE BRAIN!

*Please help yourself to a drink and something to eat.  
We will start Q&A at 7.30pm*



# THANK YOU FOR COMING

- We are genuinely researching what works for the children here rather than just implementing a model that appeals to us or we've seen work elsewhere.
- Some of this is undoubtedly harder to do than other parts so the learning for the adults is just as important as that of the children.
- It's ambitious – but that's what your children deserve.
- Ongoing work - and therefore an ongoing conversation.
- We will continue to try and keep you in the loop with what is actually happening in your child's education.