



Shaping the Curriculum
Hopton CEVC Primary School
Autumn 2019

What Ofsted say...

The curriculum is at the heart of the proposed new framework: Ofsted's working definition...

- 'The curriculum is a **framework** for setting out **the aims** of a programme of education, including the knowledge and skills to be gained at each stage (**intent**)
- for translating that framework over time into a **structure and narrative**, within an institutional context (**implementation**), and
- for **evaluating** what **knowledge and skills** pupils have **gained** against expectations (**impact/achievement**).'



Has the content of the curriculum
been learned long term?

'Learning is defined as an alteration in
long-term memory. If nothing has altered
in long-term memory, nothing has been
learned.'

Sweller, J., Ayres, P., & Kalyuga, S. (2011). Cognitive
load theory (Vol. 1). Springer Science & Business Media.



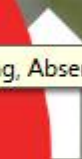


Knowledge does not sit as isolated 'information'
in pupils' minds.

Skills and knowledge: a false binary

Progress

Progress



Skills

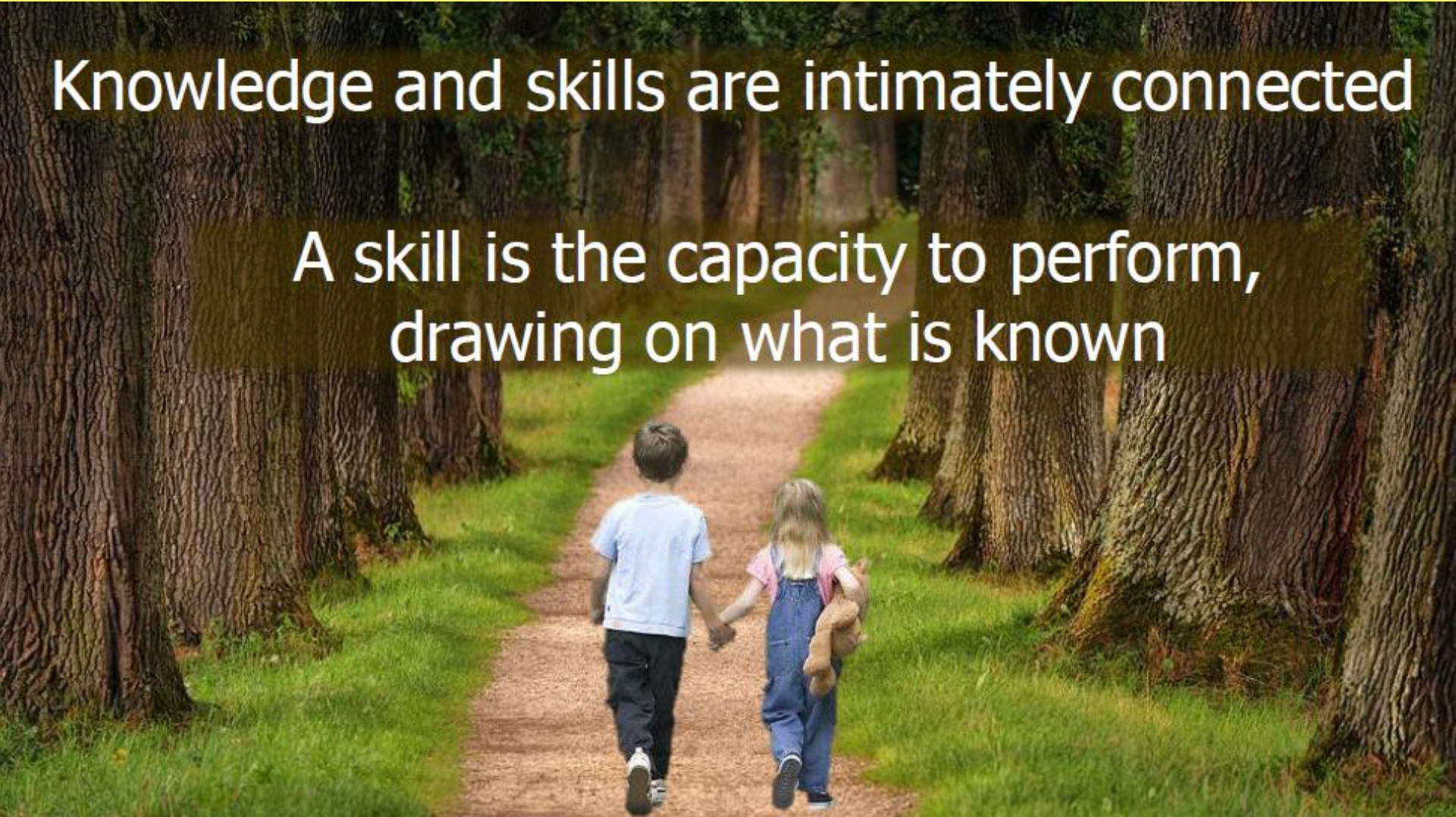
Knowledge

False, Error, Missing, Absent, X, Red, Cross, Letter



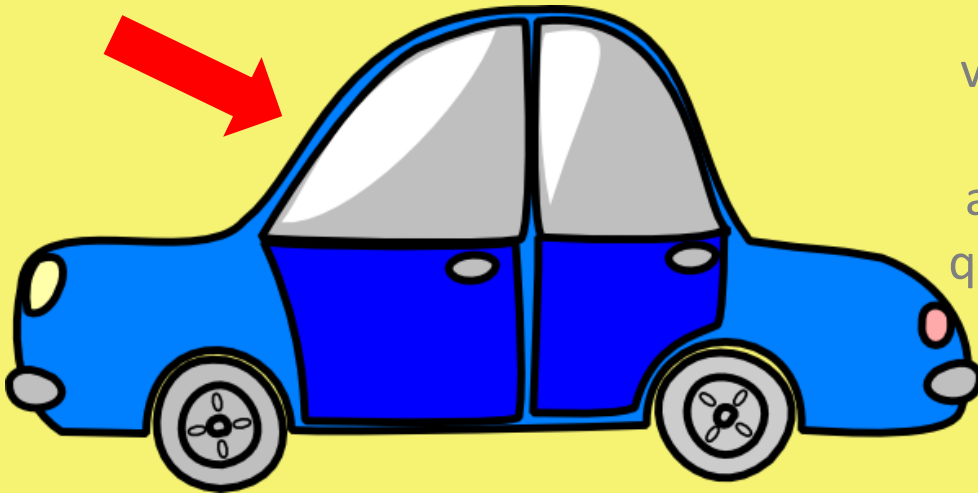
Knowledge and skills are intimately connected

A skill is the capacity to perform,
drawing on what is known



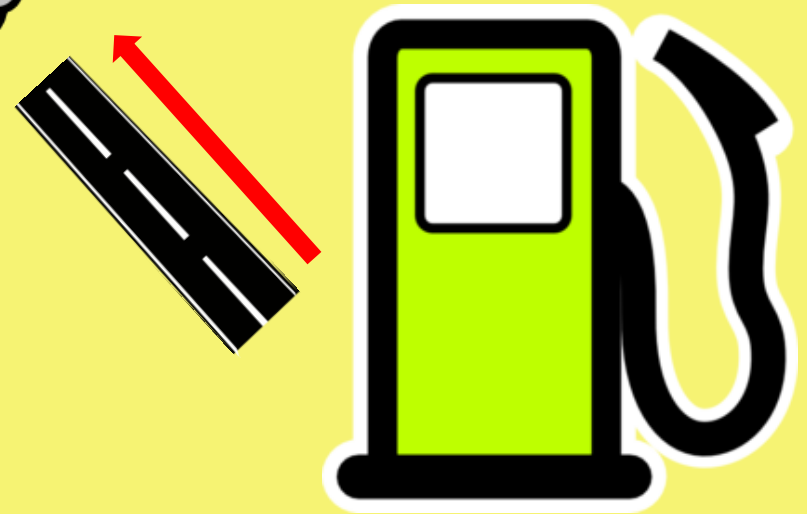
Curriculum Drivers?

The child



The driver is the petrol that fuels the vehicle – it is a bridge between. The vehicle can then use the petrol to move forward in the learning journey of application. The petrol must be a good quality and the right kind for the vehicle.

The vehicle – the child as a whole person – biology, social emotional history, unique experiences and understanding of the world.

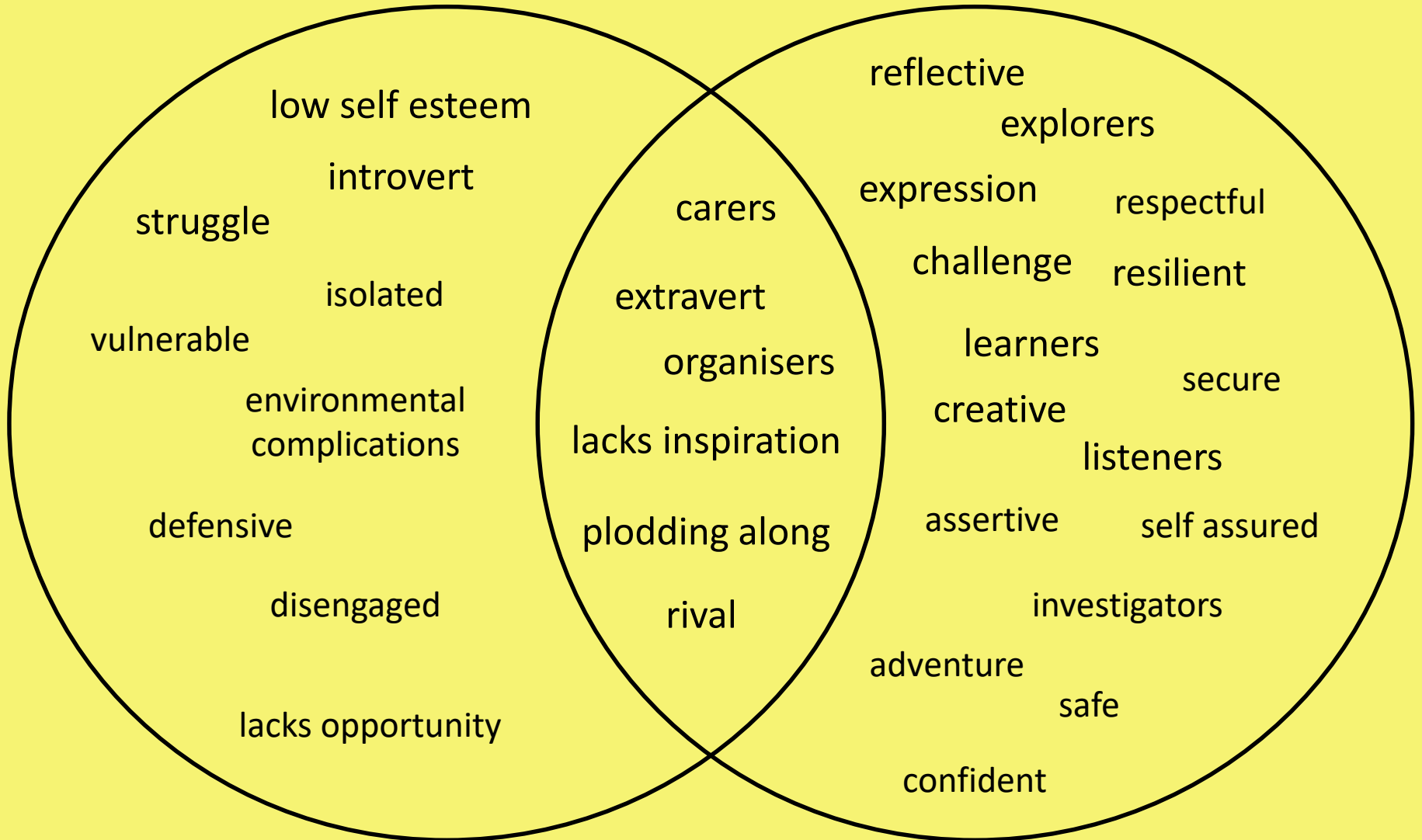


The curriculum content and skills



What kind of children do we have at Hopton?
What is it that they need from our curriculum?

Our archetype children – (White British)



So what do these children need?



- Mental health: trauma processing
- Aspirations: meet people from a wide range of jobs and understand the pathways into work
- Communication: widen vocabulary and learn social speaking in formal and informal settings
- Experiences: culture and the arts



- Mental health:
- Aspirations:
- Communication:
- Experiences:



- Mental health: Stress management, dealing with perfectionism, empathy
- Aspirations:
- Communication:
- Experiences:

AND.... What would I want for my own children?



Our curriculum drivers

1

PLAY

2

WONDER

3

INSIGHT
UNDERSTANDING
VISION
CONCEPT

ACUMEN CONCEPTUAL PENETRATION
VISIONARY INFORMATION CLEAR COMPREHENSION VISIBILITY
INTUITION KNOWLEDGE
PERCEPTION WISDOM BRIGHT
INSIGHTFUL PERCEPTIVITY CONSCIOUSNESS CONFUSION
APPEAL WORD JUDGMENT
APPRECIATION MESSAGE SECRET UNDERSTAND CONSCIOUS PERCEPTIVENESS BRAINSTORM PERCEIVE
IDEA NOTICE INTELLIGENCE APPREHENSION
SENSE HIDDEN IMAGINATION AWARENESS

4

RISK

5

voice

6




experience







Driver	Description	Linked values
	<p>Playing is a huge part of my human fabric. Being playful within my learning allows me to explore the impossible and pour fun into the process. Socialising and interacting with others is a skill that needs to be developed over time. I am open to solutions and actively seek to get on with everyone.</p>	<p>FRIENDSHIP (1) THANKFULNESS (2)</p>
	<p>I am enthusiastic and passionate about life. I love to ask ‘what if...?’ and allow my imagination to take me on a journey. I am open to the fact that something may have more than one answer and take pleasure in exploring the possibilities . My joy in learning new things is infectious and I often take others on my journey.</p>	<p>WISDOM (1) HOPE (2)</p>
	<p>I understand who I am and the impact my actions have on others. I have an understanding of the world around me, looking to learn about other cultures and beliefs. I am tolerant of others and how they see the world. I have a solid moral compass and strive to lead by example in all areas of life.</p>	<p>COMPASSION (1) RESPECT (2)</p>
	<p>I take part in unusual and daring activities that take me out of my comfort zone. I take part in new experiences whether I like them or not! My learning is exhilarating and I come to school with a sense of excitement. I break away from daily routines to keep myself moving forwards and loving what I do.</p>	<p>COURAGE (1) CREATIVITY (2)</p>
	<p>I understand that communication is the key to relationships and learning. I am able to use my voice in a manner of complex ways which led me to forge friendships and extend my knowledge. I take pride in voicing my opinions and seek to listen to others in the process. My voice is the most powerful tool I can harness</p>	<p>STEWARDSHIP (1) JUSTICE (2)</p>
	<p>I am open to new experiences and use them to scaffold my learning. I understand that in order to grow I need to embrace all that is on offer to me. I use experiences to make links and conclusions about life. I share experiences with others and play an important role in discovering and exploring</p>	<p>SERVICE (1) HUMILITY (2)</p>

- **Courage.** Courage takes many forms: it may mean facing up to the opposition or personal danger; it may mean overcoming personal fears or phobias; it could mean making a stand for the right. Endurance is the recognition that life is sometimes difficult and painful. It often takes real courage to be truly self-sacrificing.
- **Wisdom.** This is not the same thing as 'education' or 'cleverness.' Wisdom can be best described as an ability of discernment or understanding which doesn't come automatically but is gained from life experience.
- **Thankfulness.** This is often seen especially in worship where songs and prayers of thankfulness and praise are an important feature.
- **Creation and Stewardship.** The respect for Creation has faltered in the face of technological advances. Now we are face to face with the issues of climate change, crisis over access to food and water, destruction of habitat and the rapid extinction of species. It is not clear whether the earth can still renew itself or whether the damage is gone too far. What should we be doing now?
- **Humility.** This is an attitude that challenges the values of our surrounding culture. Through humble service we discover the truth about ourselves.
- **Justice.** It is more than fairness and equality, it is a strong bias towards the weak, the poor and the socially disadvantaged. Justice builds a community where everyone's well-being is bound up with that of everyone else. Without true Justice there cannot be true peace.
- **Creativity.** Each of us has the ability to use all our senses to respond to the world around us and bring something new into it through our own unique response.
- **Hope.** Hope has lost something of its power as it is a word used too frequently in ordinary conversation. Hope is a universal phenomenon which sustains people in times of great personal difficulty. Where there is no hope society spirals downwards. For some people, hope is so strong that it inspires self-sacrifice to turn their hope into reality.
- **Friendship.** This is an undisputed value in our society with children and teenagers often spending more time with their friends than their family. True friendship enables each person to grow and ensures that the unique individuality of each person is recognised.
- **Compassion.** Attitudes and actions must reflect kindness, mercy and compassion. Compassion is much stronger than sympathy as if you have compassion you step into their shoes, share their experiences and sufferings, want to support them or act on their behalf.
- **Service.** This is a revolutionary concept. This calls upon people to lay selfish things aside for the need of others. Service is given freely without expectation of return.

A whole school approach...

Christian Festival	Curriculum Driver	Values for the term
<p style="text-align: center;">Autumn 1: Harvest</p> <p>Harvest Festival reminds Christians of all the good things God gives them. This makes them want to share with others who are not so fortunate. In schools and in Churches, people bring food from home to a Harvest Festival Service. After the service, the food that has been put on display is usually made into parcels and given to people in need.</p>		<p style="text-align: center;">Thankfulness Friendship</p>
<p style="text-align: center;">Autumn 2: Remembrance & Advent/ Christmas</p> <p>Remembrance Day (sometimes known informally as Poppy Day owing to the tradition of the remembrance poppy) is a memorial day observed in Commonwealth member states since the end of the First World War to remember the members of their armed forces who have died in the line of duty.</p> <p>Advent is a season observed in many Christian churches as a time of expectant waiting and preparation for both the celebration of the Nativity of Jesus at Christmas and the return of Jesus at the Second Coming. The term is a version of the Latin word meaning "coming". The term "Advent" is also used in Eastern Orthodoxy for the 40-day Nativity Fast, which has practices different from those in the West,</p>		<p style="text-align: center;">Wisdom Hope</p>
<p style="text-align: center;">Spring 1: Epiphany</p> <p>Epiphany is a Christian feast day that celebrates the revelation of God incarnate as Jesus Christ</p>		<p style="text-align: center;">Compassion Respect</p>

Christian Festival	Curriculum Driver	Values for the term
<p>Spring 2: Lent and Easter</p> <p>Lent is a solemn religious observance in the Christian liturgical calendar that begins on Ash Wednesday and ends approximately six weeks later, before Easter Sunday. The purpose of Lent is the preparation of the believer for Easter through prayer, & doing penance. In Lent, many Christians commit to fasting, as well as giving up certain luxuries in order to replicate the account of the sacrifice of Jesus Christ's journey into the desert for 40 days;[6][7][8] this is known as one's Lenten sacrifice.</p> <p>Easter or Resurrection Sunday, is a festival and holiday celebrating the resurrection of Jesus from the dead, described in the New Testament as having occurred on the third day of his burial after his crucifixion by the Romans.</p>		<p>Courage Creativity</p>
<p>Summer 1: Pentecost</p> <p>Pentecost is the festival when Christians celebrate the gift of the Holy Spirit. It is celebrated on the Sunday 50 days after Easter (the name comes from the Greek <u>pentekoste</u>, "fiftieth"). It is also called Whitsun, but does not necessarily coincide with the Whitsun Bank Holiday in the UK. Pentecost is regarded as the birthday of the Christian church, and the start of the church's mission to the world.</p>		<p>Stewardship Justice</p>
<p>Summer 2: Leavers service</p> 		<p>Service Humility</p>

*'With God all things
are possible'*

Matthew 19:26



**What do you want from Hopton
CEVC Primary School for your
child?**

