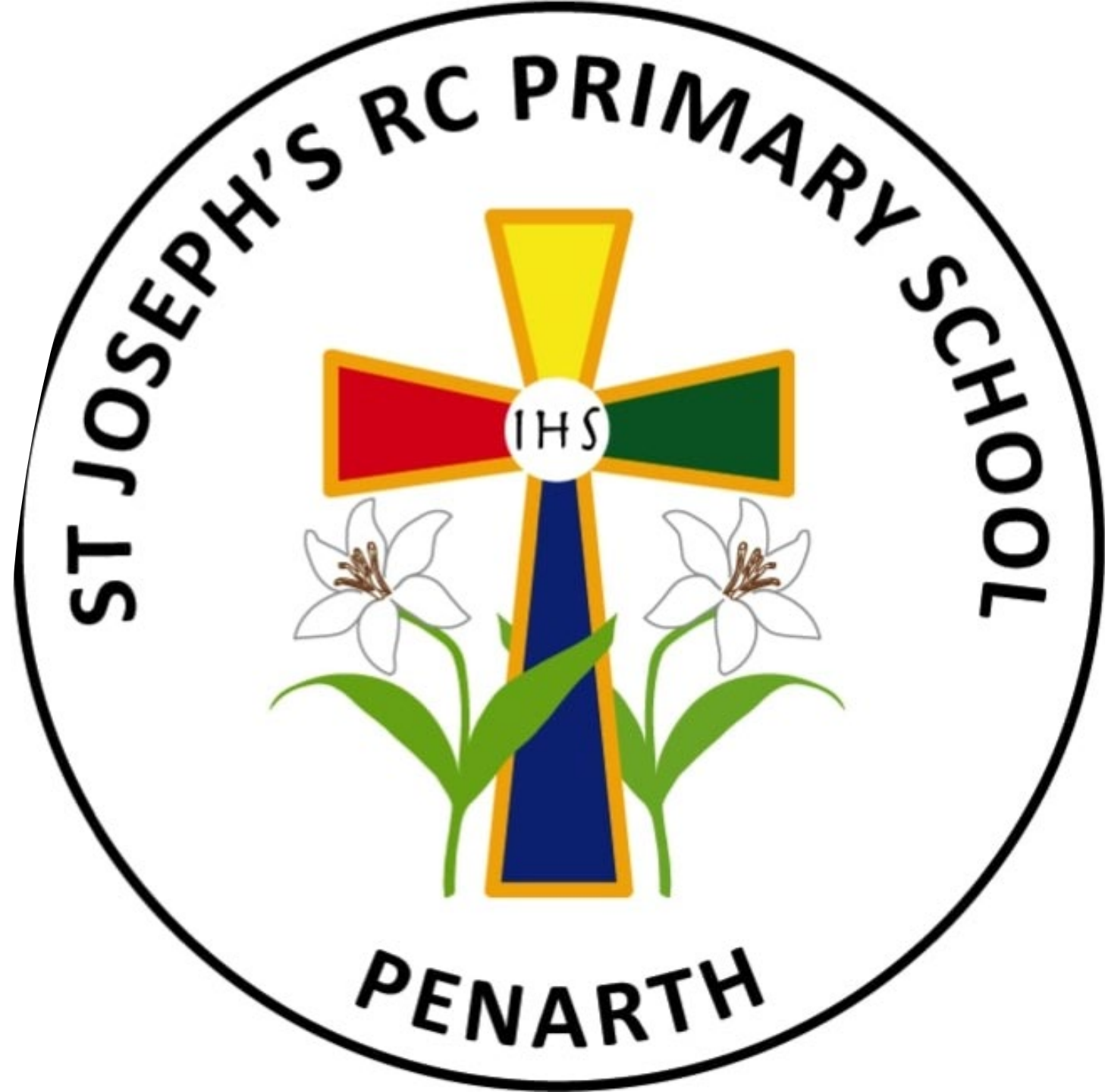


Vale Learning and
Culture Scrutiny
Committee

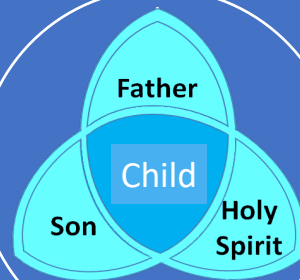
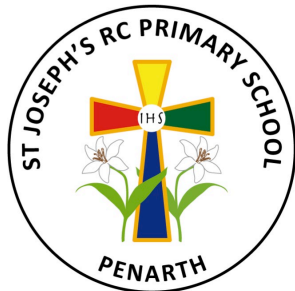
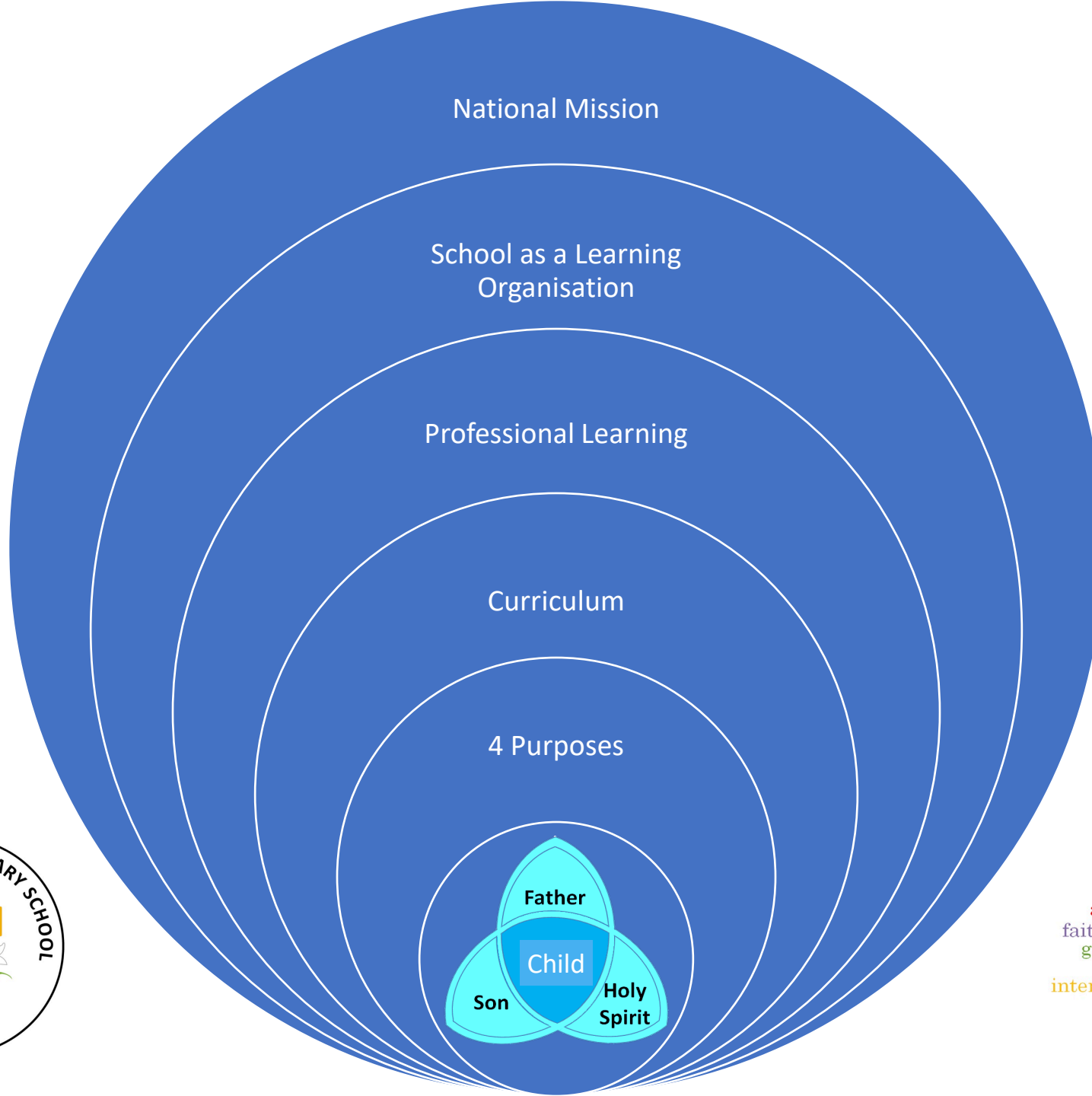
Spring Term 2023

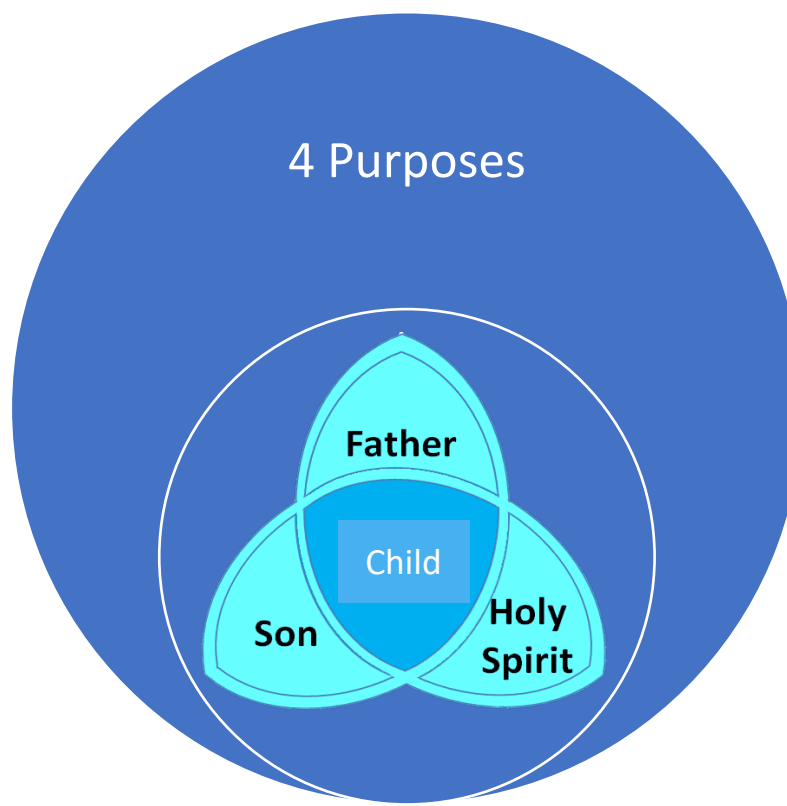
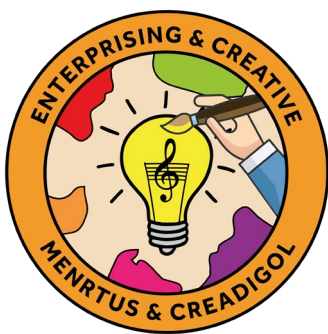
*St Joseph's RC Primary School,
Penarth*

Journey to 2022 and beyond



Our Curriculum for Wales Model





EACH CHILD'S
RELATIONSHIP WITH GOD
AT THE HEART.



FOUR PURPOSES
FOUNDATIONAL TO ALL
WORK.



DEVELOPING VIRTUOUS
HUMAN BEINGS THROUGH
THE PUPIL PROFILE.

Curriculum

To develop a coherent and progressive curriculum that:

- is knowledge rich
- develops skills
- and provides engaging experiences

to open minds and broadens horizons.



SINGAPORE MATHS



CKC SKILLS UNITS



EVIDENCE-BASED PRACTICE



SCHOOL PARLIAMENT



1. Engagement & immersion



2. Knowledge acquisition



3. Build up to writing

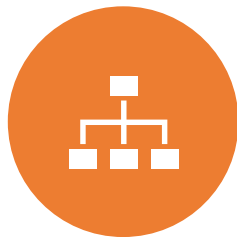


4. Application & exit celebration

Professional Learning

To provide excellent professional learning for all staff members through:

- dedicated time
- the provision of financial and concrete resources
- instruction, coaching, guidance and support.



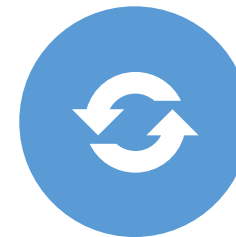
NATIONAL, REGIONAL
AND SCHOOL
PRIORITIES



BASED ON
PROFESSIONAL
STANDARDS



FOCUS ON IMPACT



DIRECTED AND SELF-
DIRECTED LEARNING

SLO

To use the seven action-oriented dimensions of the SLO model to:

- assess our current position
- gain views of all stakeholders
- plan for improvement
- improve systems
- develop a culture of enquiry.



FULL PARTICIPATION
FROM STAKEHOLDERS.



HIGH QUALITY
PROFESSIONAL
LEARNING FOR ALL
STAFF MEMBERS.



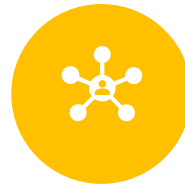
SUPPORTING
RESEARCH,
INNOVATION AND
ENQUIRY.



INTELLIGENT USE OF
KNOWLEDGE AND
DATA.



DEVELOPING
MEANINGFUL AND
IMPACTFUL
PARTNERSHIPS.



COLLABORATION
THROUGH TRIADS AND
INFORMAL TEAMS.



GROWING LEADERSHIP
AT ALL LEVELS.

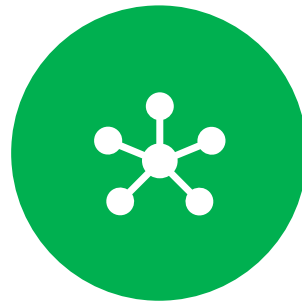
National Mission

St Joseph's School is committed to:

- providing inspirational leadership
- excellence and equity for all
- high quality professional learning
- continuous school improvement.



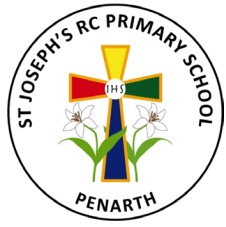
NATIONAL PRIORITIES



REGIONAL PRIORITIES



SCHOOL PRIORITIES



Curriculum

To develop a coherent and progressive curriculum that:

- is knowledge rich
- develops skills
- and provides engaging experiences

to open minds and broadens horizons.



SINGAPORE MATHS



CKC SKILLS UNITS



EVIDENCE-BASED PRACTICE



SCHOOL PARLIAMENT



1. Engagement & immersion



2. Knowledge acquisition



3. Build up to writing



4. Application & exit celebration



Our Curriculum Journey



E. D. HIRSCH, JR.

WHY KNOWLEDGE MATTERS

RESCUING OUR CHILDREN FROM FAILED EDUCATIONAL THEORIES



NATIONAL BESTSELLER

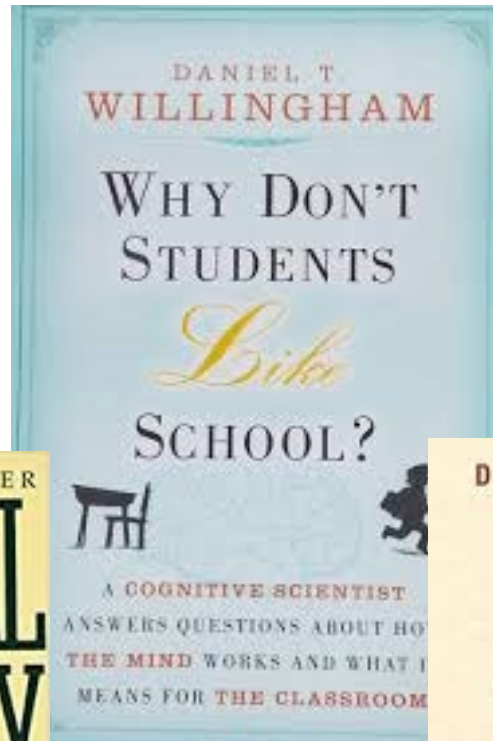
CULTURAL LITERACY

WHAT EVERY AMERICAN NEEDS TO KNOW

Includes 5,000 essential names, phrases, dates, and concepts

UPDATED AND EXPANDED

E. D. HIRSCH, JR.



DANIEL T. WILLINGHAM

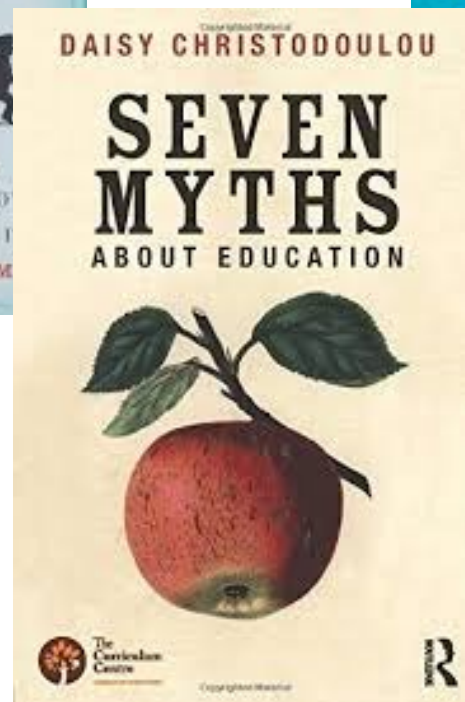
WHY DON'T STUDENTS LIKE SCHOOL?

Like

SCHOOL?



A COGNITIVE SCIENTIST ANSWERS QUESTIONS ABOUT HOW THE MIND WORKS AND WHAT IT MEANS FOR THE CLASSROOM

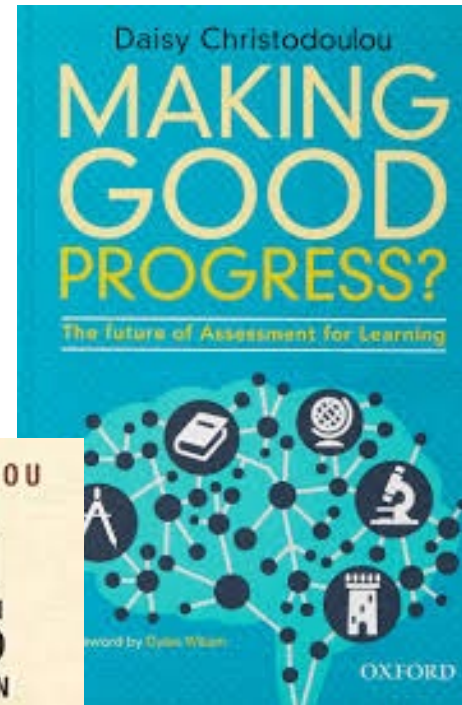


DAISY CHRISTODOULOU

SEVEN MYTHS ABOUT EDUCATION



Copyrighted material



Daisy Christodoulou

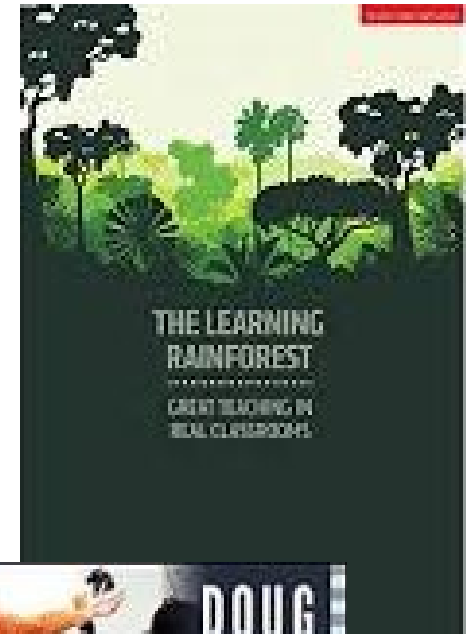
MAKING GOOD PROGRESS?

The Future of Assessment for Learning

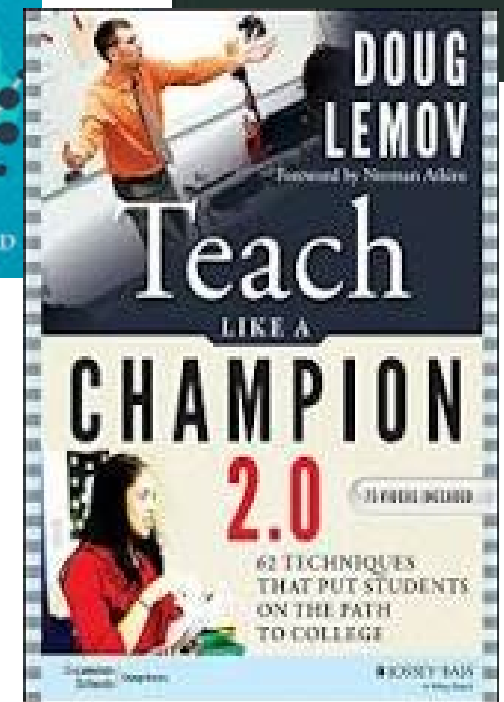


Foreword by Dylan William

OXFORD



THE LEARNING RAINFOREST
HOW GREAT TEACHERS
TEACH IN REAL CLASSROOMS



DOUG LEMOV

Foreword by Nanni Arora

Teach

LIKE A

CHAMPION

2.0

30 VIDEOS INCLUDED

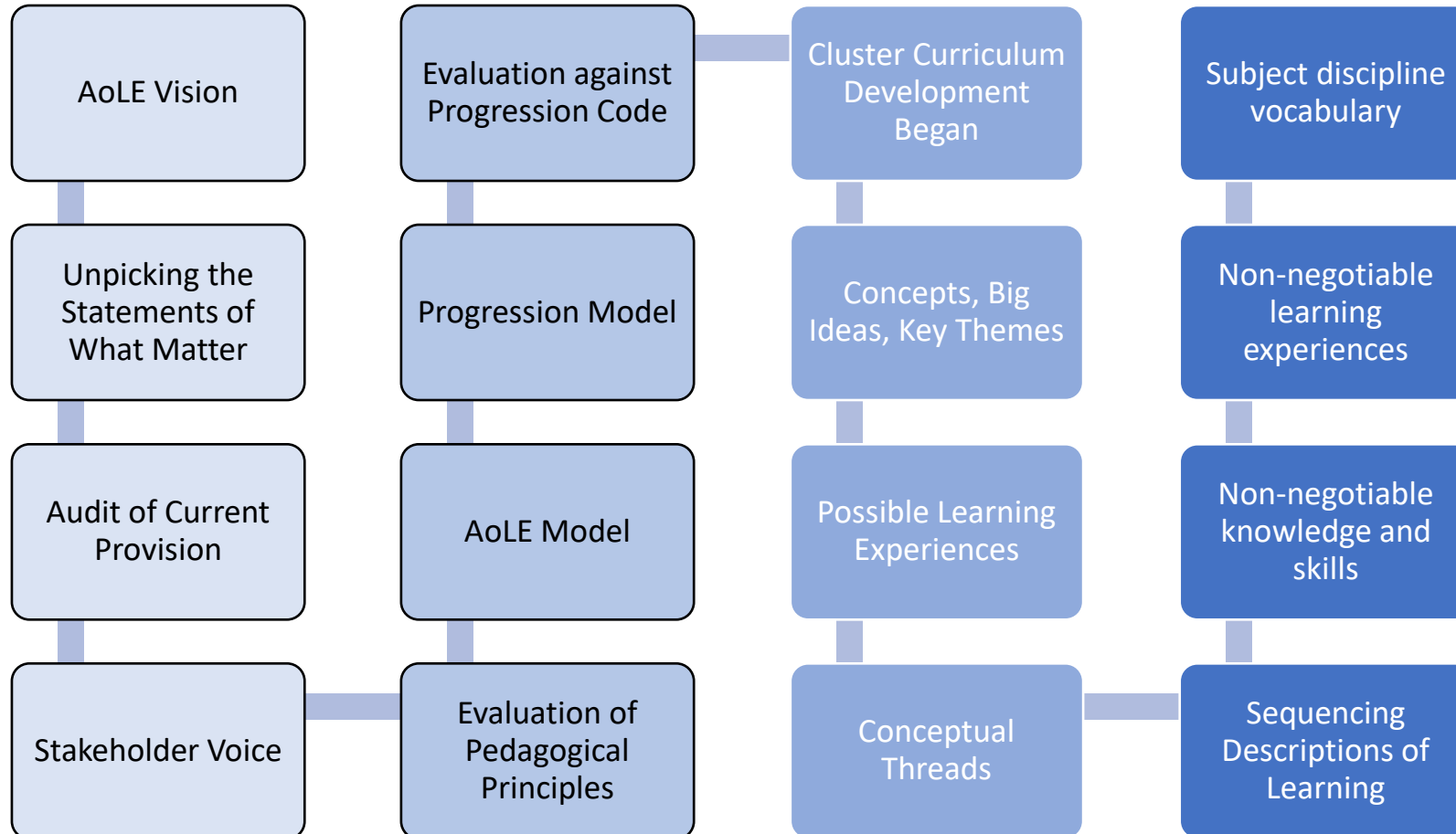
62 TECHNIQUES THAT PUT STUDENTS ON THE PATH TO COLLEGE

The Corwin Collection

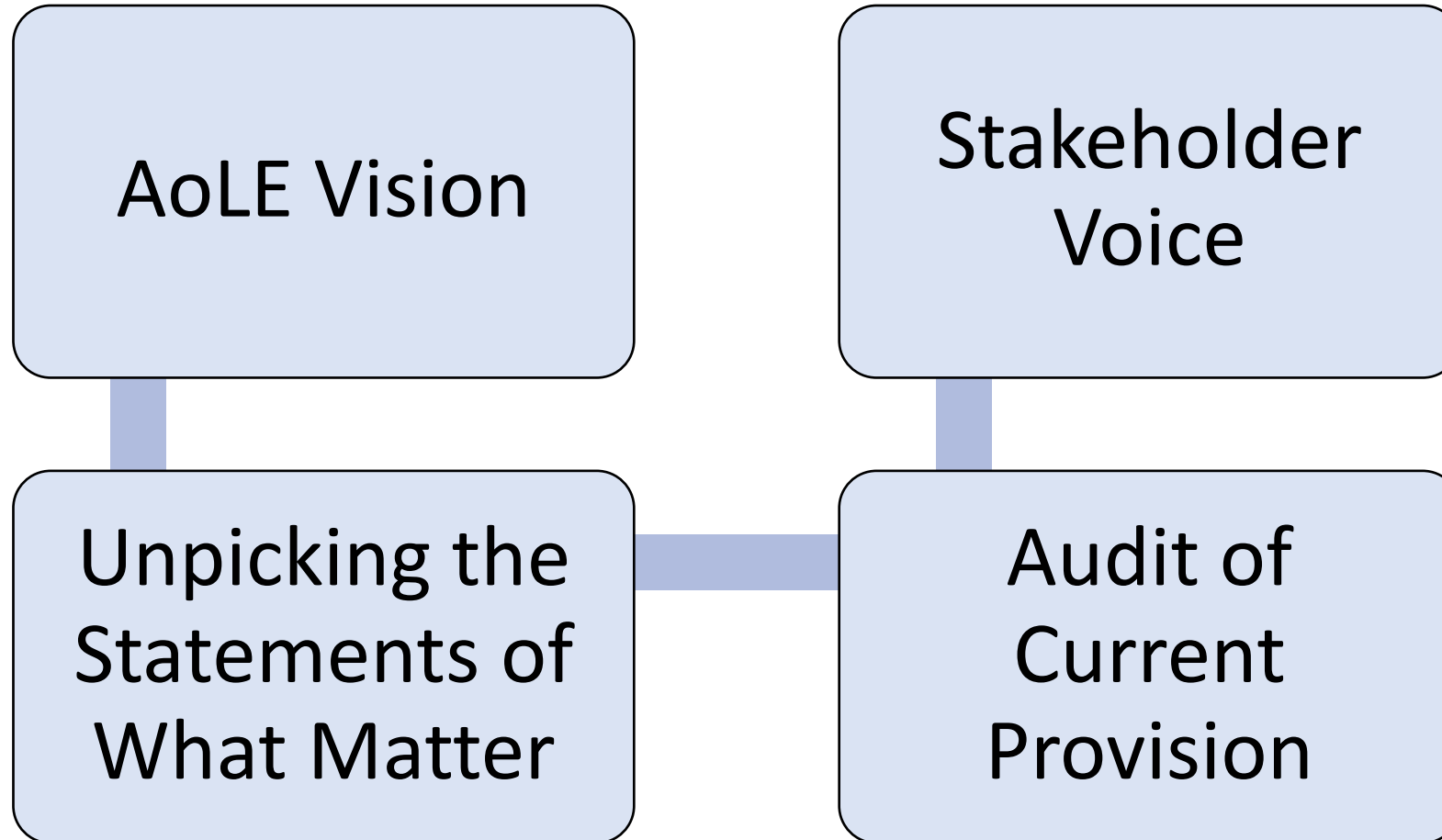
ROBERT EMMETT



Journey towards Cluster Curriculum Design




Journey towards Cluster Curriculum Design



Area of Learning and Experience Vision – September 2021



<p>What are the important concepts or ideas of your vision for your AoLE?</p> <ul style="list-style-type: none"> - Build up a body of knowledge to make informed choices. 	<p>What are your core values and aspirations in relation to your AoLE?</p> <ul style="list-style-type: none"> - To develop a stronger empathy and understanding of different cultures, faiths around the world. 	<p>What is the purpose of your AoLE?</p> <ul style="list-style-type: none"> - Engage learners to face the most important issues facing humanity including sustainability and social change. - Religious education is at core of curriculum (10%) - Teach learners values and ethics. - History and Geography.
<p>How can <u>your</u> AOLE be underpinned by the principles of the two encyclicals?</p> <ul style="list-style-type: none"> - Brothers and sisters – knowledge of different faiths, cultures - Laudato Si – Climate Change and sustainability. 		<p>What learning experiences, formal or informal, support or enhance the AoLE?</p> <ul style="list-style-type: none"> - Domains – some with focus on Humanities - Eco schools/ forest schools - Education visits linked to Humanities/ in school visits - Immersion days
<p>What are the current strengths of your AoLE provision?</p> <ul style="list-style-type: none"> - Eco/ Forest Schools - Rigorous and inspirational teaching – our domains are specific to humanities (scripted curriculum) - RE is at the core of Humanities – Come and See/ RSE - Sustainability – Eco, CAFOD fundraising, recycling, values and ethics - Pupil Profile virtues. 	<p>What needs to be improved further?</p> <ul style="list-style-type: none"> - More opportunities for educational visits e.g., conservation - Links to schools to share resources, expertise and knowledge – utilise secondary humanity teachers for their knowledge to develop domain. - Develop international links with Catholic Schools abroad - Ensure curriculum is inclusive to all learners as domains aren't differentiated - Become more inclusive of different faiths e.g., visit other faith centres e.g., Mosque 	



Unpicking a Statement of What Matters

Experiences in this Area can help learners develop an understanding of their **responsibilities** as citizens of Wales and the wider interconnected world, and of the importance of creating a **just and sustainable future** for themselves and their local, national and global communities. Exploration of the humanities encourages learners to be **active**, informed, and responsible citizens and **consumers**, who can identify with and **contribute** to their communities, and who can engage with the past, contemporary and anticipated **challenges and opportunities** facing them, their communities and Wales, as well as the wider world. These challenges include ecological impacts in local, national and international contexts as well as the **climate and nature emergency**.

This Area will encourage learners to understand the **interconnected** nature of economic, environmental and social sustainability; justice and authority; and the need to live in and contribute to a **fair and inclusive society** that confronts and addresses **racism**. Experiences in this Area will also help learners develop an awareness of their own **rights** (including those protected in the **UNCRC** and UNCRPD), as well as their needs, concerns and feelings, and those of others, and of the role such an awareness plays in the creation of a sustainable and interconnected world.

Questioning and evaluating existing responses to challenges and opportunities can encourage learners to develop as self-aware, informed, ethical global citizens, who critically reflect on their own and others' beliefs, values and attitudes. Experiences in this Area will also help learners to consider the impact of their actions when **making choices** and **exercising their democratic rights and responsibilities**. These experiences will also underline the need for learners to be able to justify their decisions when **acting socially, politically, economically and entrepreneurially**. This can enable learners to take committed **social action** as caring, participative citizens of their local, national and global communities, showing an understanding of and commitment to **justice, diversity** and the **protection of the environment**. By responding to challenges, and taking opportunities for social and sustainable action, they can create meaning and purpose in their own lives.

Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action.

Responsibility	Just and sustainable future	active	consumers	Contribute
challenges	opportunities	Climate Change	Nature emergency	Interconnectedness
Fair and inclusive	racism	Rights - UNCRC	Making choices	Exercising their democratic rights and responsibilities
Acting socially, politically, economically and entrepreneurially.	Social action	Protection of the environment	Justice	Diversity
Citizenship	Authority	Governance	Equality	Enterprise

Reviewing Current Practice

<p>Rainforests Deforestation Biodiversity Climate Change</p>	<p>Children's Rights UNCRC Rights Respecting Schools</p>	<p>Laudato Si CAFOD UN Global Goals School parliament</p>
<p>Taking Care of Our Earth Reduce, Reuse, Recycle Consumption and Waste Damage to the environment Care of the environment</p>	<p>Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action.</p>	<p>Choices and decisions Democracy Devolution - Senedd Voting system</p>
<p>Natural challenges – volcanoes Severe weather Natural disasters/ emergencies – past and present Non- renewable resources</p>	<p>Critical consumer Fairtrade Enterprise Challenge Social Action</p>	<p>Diversity Show Racism the Red Card RSE programme of study – identity, inclusivity</p>

SWOT Analysis – Statements of What Matter/ Designing your Curriculum Guidance

Strengths	Weaknesses
<ul style="list-style-type: none"> - Development of Cross curricular skills through Domain learning. - Curriculum provision for Humanities is broad and balanced across most of the Statements of What Matter. - Statements of What Matter are used holistically. - Strong focus on learners’ locality, past and present. - Educational visits and additional learning experiences. - Opportunity for outdoor learning and reflection on the wonder of the natural world. - Focus on sustainability, climate change - Strong links with other Areas of learning and Experience e.g., Experience Arts - Religion, Values and ethics is a key part of our provision with 10% teaching time a week - Strong focus on key vocabulary and subject specific terminology. - Build up to Writing in each Domain - Curriculum design is coherent and progressive, building on prior knowledge. - Developing oracy through discussion and questioning e.g, read alouds and role play - Accessing and exploring a range of texts from a range of places e.g contextual links between English Skills novels and Domain readers. - Presenting information in creative and innovative ways i.e Laudato Si - Representing data in a variety of ways. 	<ul style="list-style-type: none"> - Limited opportunity for discipline specific enquiry - Critical thinking and problem solving. - Few opportunities to develop the area of business studies. - Some opportunities to develop numeracy across the curriculum e.g., Supporting numeracy development though giving accurate directional instructions when map reading or developing their own maps and routes and engaging in chronological awareness and scale. - Exploring a range of texts from a variety of places. - Rec-Y2. - Developing all styles of writing.
Opportunities	Threats
<ul style="list-style-type: none"> - Further opportunities to develop current provision around ‘Cynefin’. - Opportunity to explore contemporary events or ones with environmental or cultural significance. - Further opportunities to explore diversity, BAME etc. - Further opportunities for educational visits – religious sites, museums, - Further opportunities for visitors/ outside speakers. - Debating different viewpoints e.g Habits of Discussion TLAC - Developing numeracy skills in real world contexts including data collection. - Developing digital skills including geographical information systems – some year groups using more than others. - Exploring impact of digital technology on societies e.g through internet safety but could do more. - Encouraging openness of different ideas and expression of reasoned opinions and differences e.g Habits of Discussion - Staff professional development – social studies and business studies in particular – traditionally high school subjects – what do they look like in the primary classroom? 	<ul style="list-style-type: none"> - Small number of pupils from other cultures means pupils have a limited exposure to diverse cultures. - Limited finances to purchase resources/artefacts

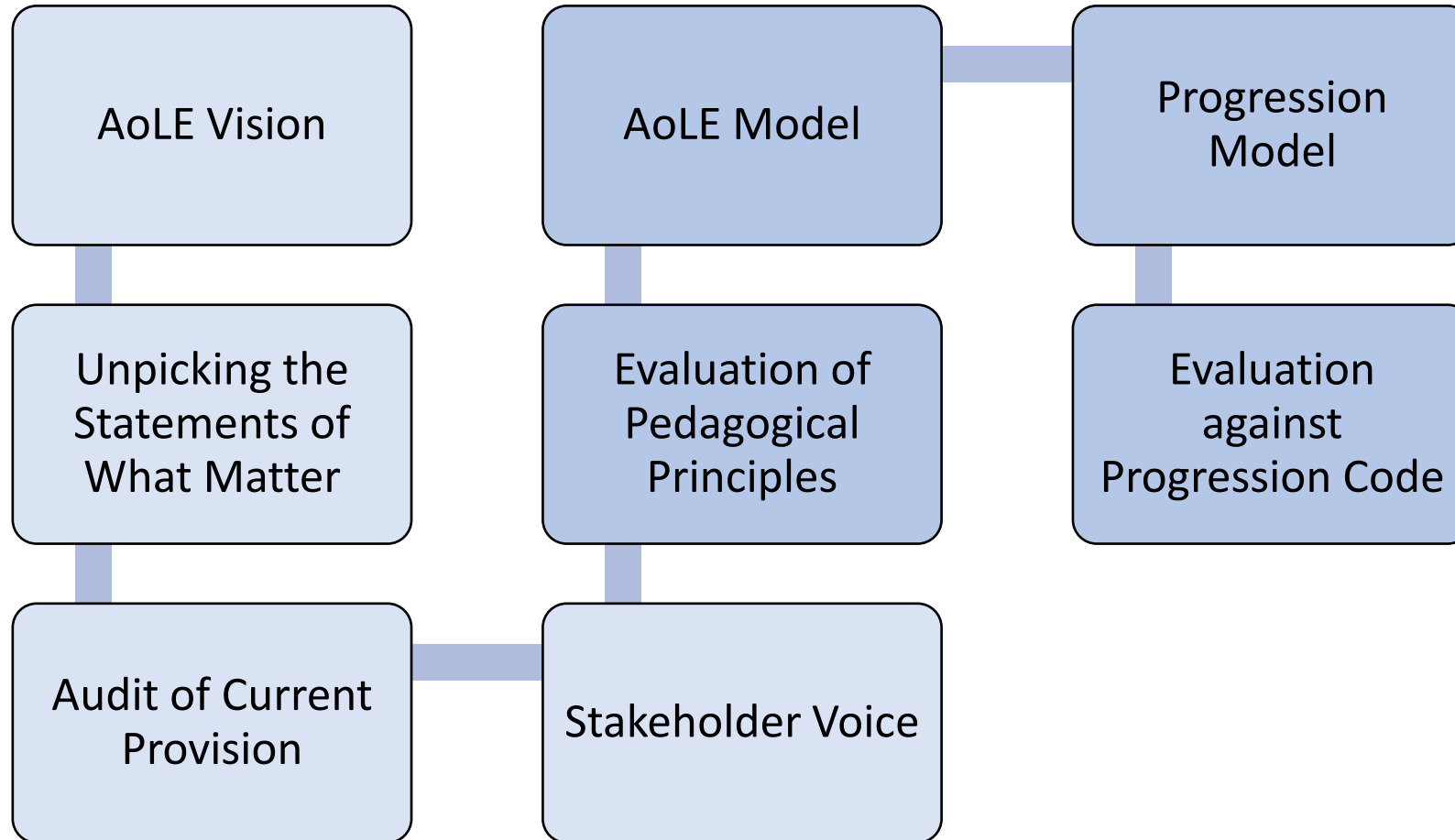


Stakeholder voice

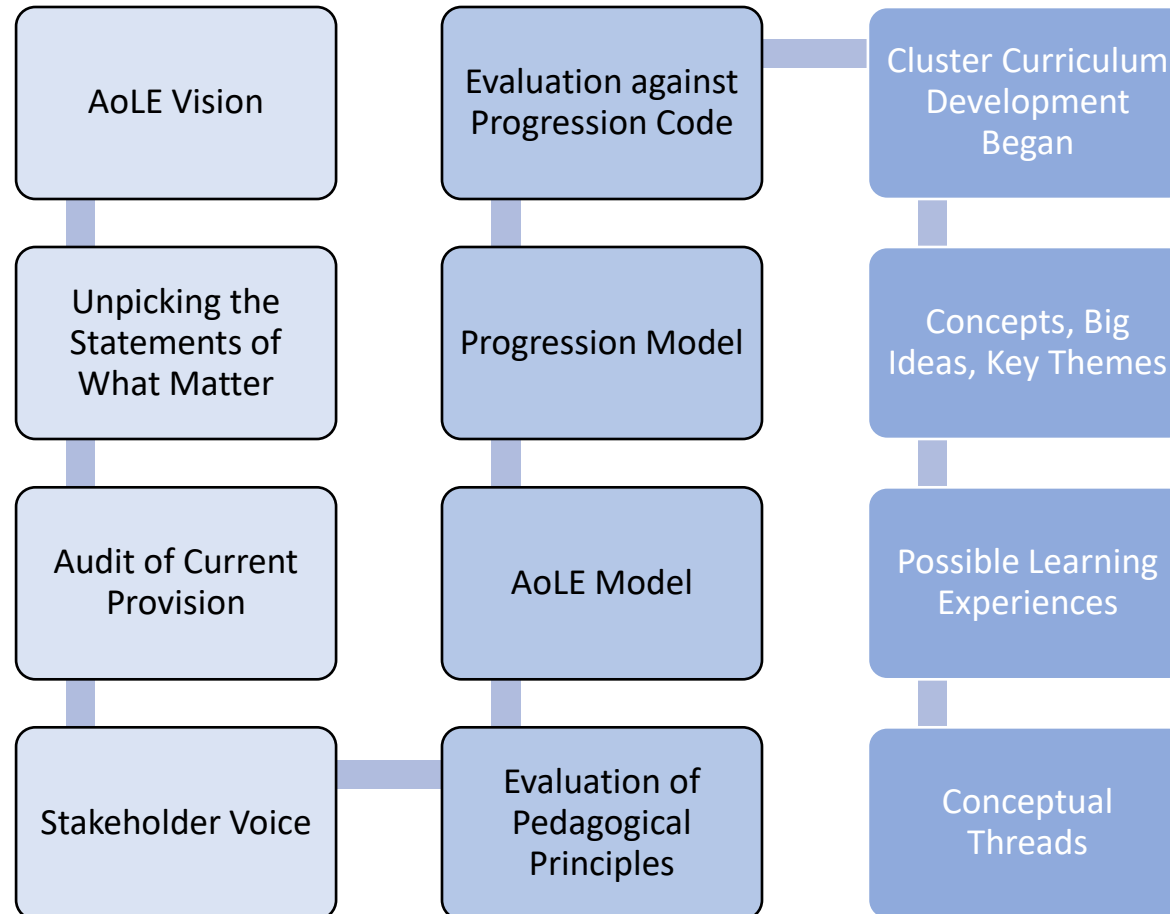
What should a pupil leaving Year 6 know, be able to do and be like?

Stakeholder voice: Humanities					
All year groups	Catholic history Undertake and evaluate research Read a map		Apply knowledge Sort waste material/ recycle Identify places around the world		
Year group	Domain	Stakeholder voice	Year group	Domain	Stakeholder voice
Reception	Families & Communities Chinese New Year	Basic Laws	Year 4	The Founding of Rome Mediterranean Europe & North Africa Clay Pottery, Monuments of Rome and Byzantium	Ancient Romans Flora and Fauna European history
	Kings, Queens and Rulers UK Nations/ Regions of the UK	Map of UK Major rivers of the UK British politics		The Vikings Northern Europe	European history The EU
Year 1	The Seven Continents North and South Pole Oceans and Seas	Seven Continents Major rivers of the World Flora and Fauna		National Parks of Wales & Mountains	Map of Wales Mountains Flora and Fauna
Year 2	Our Local Area Geology Types of Art Architecture	Map of Wales Weather and Climate Penarth geography and history Flora and Fauna	Year 5	Europe in the Middle Ages Central Europe	Flora and Fauna European history The EU
	Early World Civilisations Middle East & Northern Africa Art of Ancient Egypt	Ancient Egyptians		Tudors The Elizabethan Era The Stuarts & The Civil War	European history
	The Celts and the Romans in Wales Line- Celtic Art	European history		The Industrial Revolution British Geography The Victorian Age	Map of UK Slavery European history
Year 3	Ancient Greece Eastern Europe & Western Asia	Ancient Greeks Flora and Fauna European history		Cardiff Bay	Map of Wales Cardiff geography and history Flora and Fauna
	War of the Roses and the Reformation England & Wales	Map of Wales Map of UK European history	Year 6	Early 20 th Century	European history
	Settlements & Population / Local area study	Map of Wales Map of UK Weather and Climate Penarth geography and history Major rivers of the UK Flora and Fauna		Dig for Victory & Post-war Britain	World War II Holocaust European history
				The Renaissance	European history
			The Future	Weather and Climate Climate change Sustainability Carbon footprints The EU	

Journey towards Cluster Curriculum Design



Journey towards Cluster Curriculum Design



✔ **Human societies are complex and diverse, and shaped by human actions and beliefs.**

Progression step 1

I am beginning to understand that my actions and those of others have causes and effects.

I can show an awareness of who I am and that I am similar and different to others.

I am beginning to develop my awareness of similarities and differences between people.

Progression step 2

I have explored some causes and effects of events and changes in my community over time.

I can explore my identity and compare it with those of others, recognising that society is made up of diverse groups, beliefs and viewpoints.

I have explored and am aware of diversity in communities.

Progression step 3

I can identify and explain the main causes and effects of events in a range of contexts, and I can recognise how these impact communities and societies.

I can explore a range of ways in which identity is formed and some of the influences that impact upon diversity in society.

I can describe and explain the ways in which my life is similar and different to others, and I understand that not everyone shares the same experiences, beliefs and viewpoints.

I have an understanding of how factors in the past and present have shaped my communities.



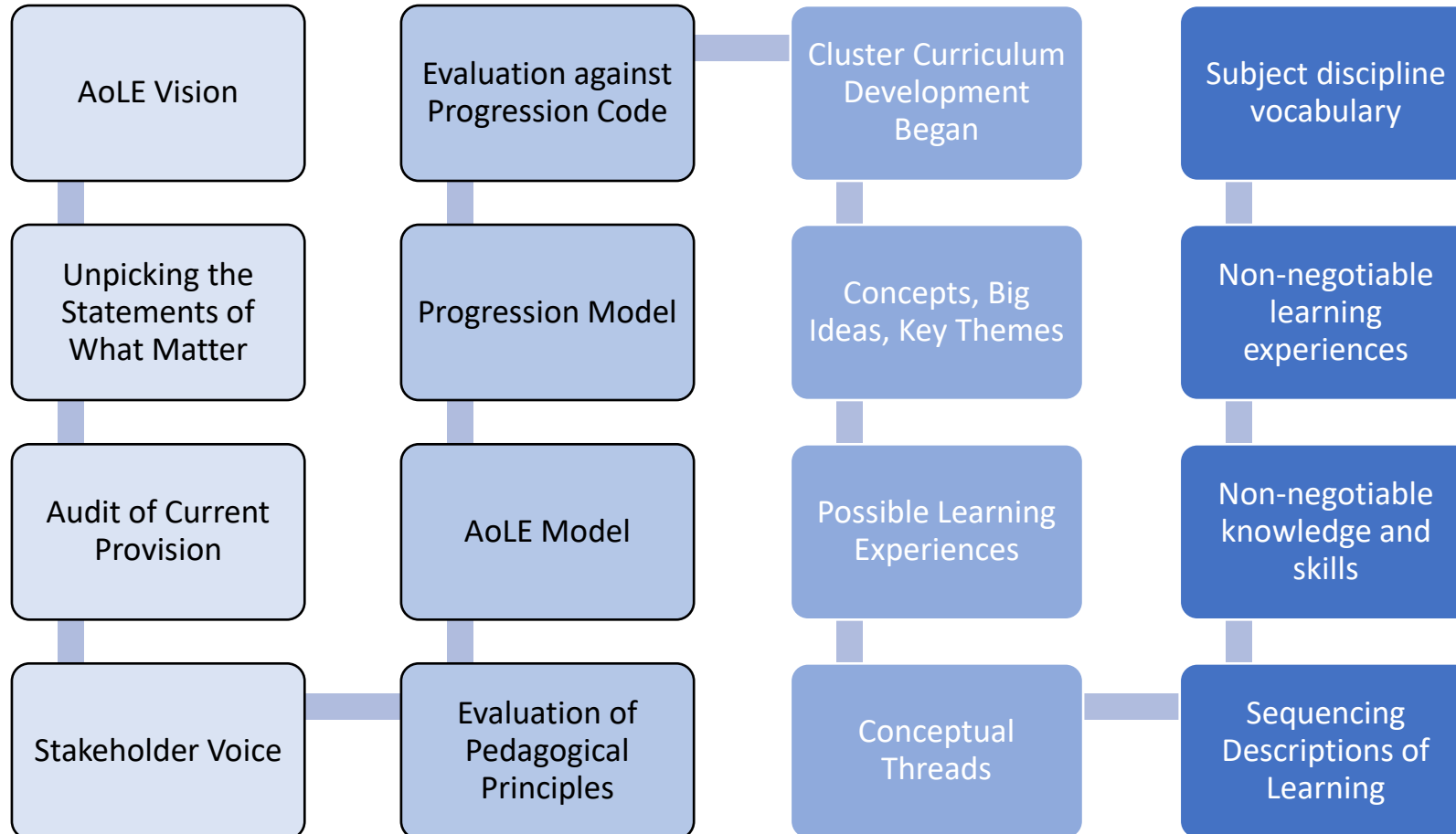
← Cause and effect

← Identity

← Diversity

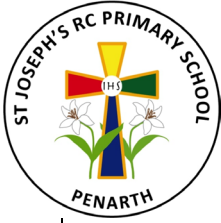
← Community

Journey towards Cluster Curriculum Design



AOLE: HUMANITIES Statement of What Matters	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.		
Progression Steps Strands	PS1	PS2	PS3
EXPERIENCES	<p>Educational visits/ Field Work – in their locality including businesses Visitors to school Exposure to artefacts / Use of local historical photographs Stories to instigate questions Continuous provision that provides potential to stimulate questions and curiosity – Enhanced provision tailored to focus on locality, Wales and wider world making models e.g shields / castles Outdoor learning surveys Local visits to shops/local area – noticing and talking about geographical and social features in the local area– e.g., people in the community, buildings, landscape – asking simple questions like Why is there a fence there? Why can't I go there? Library visits</p>	<p>Educational Visits/ Field work – including to places in the local area and beyond e.g., specific sites of religious, geographical, historical or business significance. Visitors to school Classroom based experiences interacting with a range of stimuli, including more complex historical and religious sources, artefacts, images, texts, fiction and non-fiction, media articles, websites, etc. Experiences should stimulate questions and curiosity about the World and Human society, focused on locality, Wales and wider world. Hot seating Bible teaching Christian values World events Transport/ eco surveys and investigations Local area surveys, Wildlife surveys ,Outdoor learning surveys Written sources/ picture sources in History Simple evidence and data collection. Library visits Exposure to other faiths through visits, speakers and classroom discussion Communicate through pictures, recounts, using ICT. Scientific enquiry/ outdoor learning</p>	<p>Enquiries should be increasingly open ended, with more subjective or complex findings – e.g., what was life, like for an evacuee? Exposure to: Bible teachings, Church Teachings , World views Classroom based and wider experiences used develop enquiry questions. Stimuli should be increasingly complex and disciplinary specific, with increasingly complex, controversial or subjective evidence including data collection and conclusions. Transport Investigation Visitors to school Use of local historical photographs and Archive resources Library visits Exposure to various texts – fiction and non-fiction. Communicate through writing reports, recounts, using ICT. Local based fieldwork and beyond the locality, including sites of religious, geographical, historical and / or business significance.. Ways to Improve a nature reserve - pros / cons Working out what is fact and what is opinion in a given source</p>

AOLE: HUMANITIES Statement of What Matters		Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.		
Progression Steps		PS1	PS2	PS3
Strands				
Observing and collecting information		I am beginning to communicate my observations in simple ways.	I can collect and record information and data from given sources. I can then sort and group my findings using different criteria.	I can use appropriate methods to gather information related to my enquiries and I am able to interpret the information obtained in the context of the enquiry question.
What subject discipline vocabulary would you expect to see?		I think, I know, I believe.	True, false, I think, I know, I believe, Cause, Consequence	True, false, I think, I know, believe, opinion, fact,
What does a learner look like at each Progression Step for this Statement of What Matter? What knowledge and skills are needed to reach the Progression Step?	Knowledge and Skills	<p>I have been exposed to various ways of communication e.g., pictures, role play, drama, dance, art, verbal recordings from the past, archives etc.</p> <p>I can use present and past tense using sentence starters e.g., I see, I saw etc.</p> <p>I am beginning to communicate my observations and knowledge through discussion, drawing pictures, drama/role play, making models, writing, using ICT.</p> <p>Through enquiry, I can identify changes in my environment.</p> <p>I can use time words when talking about the past e.g., then, now, before and after, etc.</p>	<p>I know how to collect and sort information and data from a variety of graphs.</p> <p>In my enquiry, I can use provided sources such as texts, artefacts and websites to find evidence about the enquiry question.</p> <p>I know an increasing number of ways to research and find out answers, for example, surveys, reading texts.</p> <p>I can use simple, provided sources to identify clear facts and opinions.</p> <p>I am developing how I communicate my observations and knowledge through discussion, drawing pictures, drama/role play, making models, writing, presentations, using ICT.</p> <p>I can collect and record information within Humanities using resources provided and generate criteria to sort and group my findings.</p> <p>I can recognise differences over time and am beginning to identify the cause and consequences of change.</p>	<p>I am beginning to see the difference between fact and opinions about past events, in answering an enquiry question.</p> <p>I can design and implement questionnaires and surveys, considering the implications and ethics of these.</p> <p>I can choose from a range of sources of information and research methods including surveys, texts, primary and secondary research, and knowledge of qualitative and quantitative evidence.</p> <p>I can identify relevant strategies for enquiries that selects, collects, measures, records and interprets relevant information within humanities.</p> <p>I can collect my own data collection evidence and present the information.</p> <p>I am beginning to analyse historical source materials by pointing out basic strengths and weaknesses.</p>



Our Progression Model

