



Creating a learning adventure

Leading learning in 21st century schools

Kent Primary Deputy Head Teachers





We weren't born yesterday

In just a few years time....we could be:

- voters
- standing for council
- married
- jurors



A Changing Society...

- technology
- an ageing population
- the gap between rich and poor
- global culture and ethnicity
- sustainability
- changing maturity levels in schools
- expanding knowledge of learning
- a changing economy



Skills for life, learning and work...growing up



sensitivity

tact

diplomacy

generosity

teamwork

commitment

procedural

reliability

organisation

honesty

independent thought

flexibility

determination

customer awareness

punctuality

reading

writing

mathematics

speaking and listening

ruthlessness

assertiveness

fearless

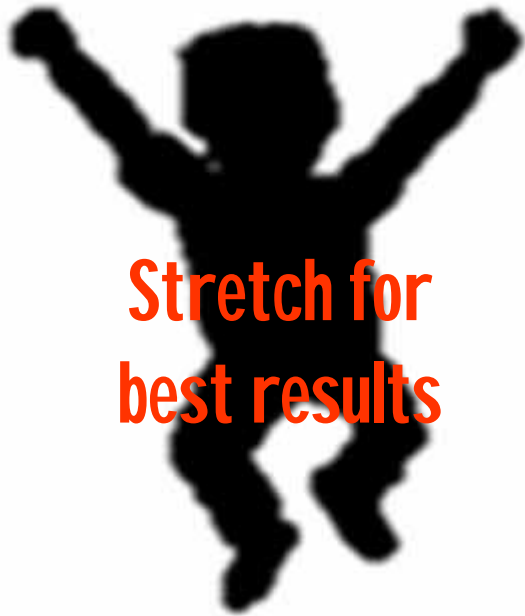
competitiveness



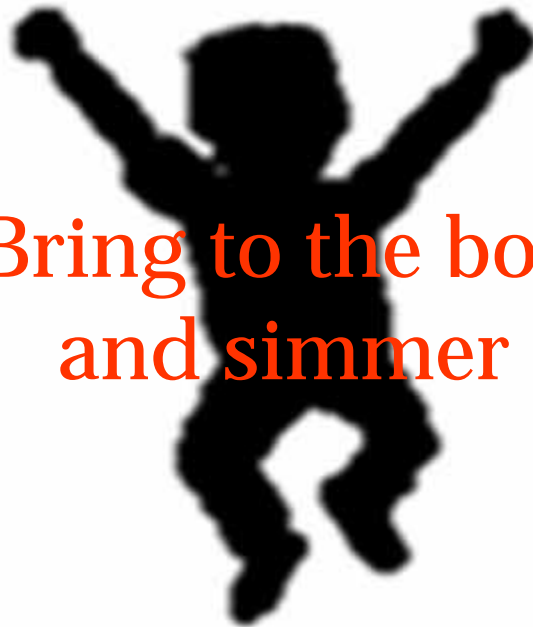
Skills mentioned in the national curriculum

critical understanding....exploring... expressing own views ...
analysing...investigating...collaboratively.... creative
thinking....enjoy....participating in decision-making...fair and
unfair.... express and explain own opinions...work with
others...handling disagreements...plan and organise...judge...
design thinking...innovate...competence...explore others'
ideas...using imagination...present information...persuasive
techniques... debates...performing... show independence...
communicate....solving problems creatively... judge value...
discuss...make connections... different techniques... reason
inductively... alternative solutions...engage with someone else's
reasoning.... deal with unexpected responses and unfamiliar
situations... different ways of seeing the world... comparing
experiences and perspectives... engage and analyse...explore how
thoughts, feelings, emotions can be expressed... leadership skills...
express and communicate ideas... make decisions...improve
performance of others... solving problems... test ideas...
independent enquiry... understand risk... choices... self-esteem...
relationships... rights and responsibilities...value differences
between people....managing risk...developing relationships...
justify...independent values





Stretch for
best results



Bring to the boil
and simmer



Stir well



Stir up
sediment



Squeeze to
release
bubbles



*Inflate to
bounce*



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A curriculum for the future

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What needs to be done by the children

mirrors, material, plants, boxes, candles,
wood, fish, mud, paint, sand, smiles, songs,
space, pictures, hats, bricks, stories, friends,
bubbles, dark, dragons, straw, silence, toys,
sunshine, steps, dolls, letters, eggs, dough,
puppets, tomatoes, tickets, balls, buckets,
mobiles, maps, patterns, pedals, music,
seashells, dinosaurs, wheels, lights, flowers,
ladders, laptops, clocks, maps, rhymes, dough,
books, words, books, words, books, worlds



What needs to be done by the pupils

appreciate, observe, record, measure, manage, hypothesise, test, perform, discriminate, create, exhibit, illustrate, exemplify, compose, serve, mix, investigate, conject, debate, discuss, note, argue, control, present, prove, demonstrate, define, persuade, produce, differentiate, design, practise, find out, make, argue, plan, devise, generate, mend, try, connect, interpret, know, translate, wonder, reject, discriminate, exercise, books, words, books, words, books, worlds











What needs to be done by the children

mirrors, material, plants, boxes, candles, wood, fish, mud, paint, sand, smiles, songs, space, pictures, hats, bricks, stories, friends, bubbles, dark, dragons, straw, silence, toys, sunshine, steps, dolls, letters, eggs, dough, puppets, tomatoes, tickets, balls, buckets, mobiles, maps, patterns, pedals, music, seashells, dinosaurs, wheels, lights, flowers, ladders, laptops, clocks, maps, rhymes, dough, books, words, books, words, books, worlds



What needs to be done by the pupils

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The entire planned learning experience

- lessons, events, routines, extended hours
- outside school
 - clubs
 - hobbies and pastimes
 - local band
 - charity work
 - part-time job



Some childhood essentials..? make, do and mend...

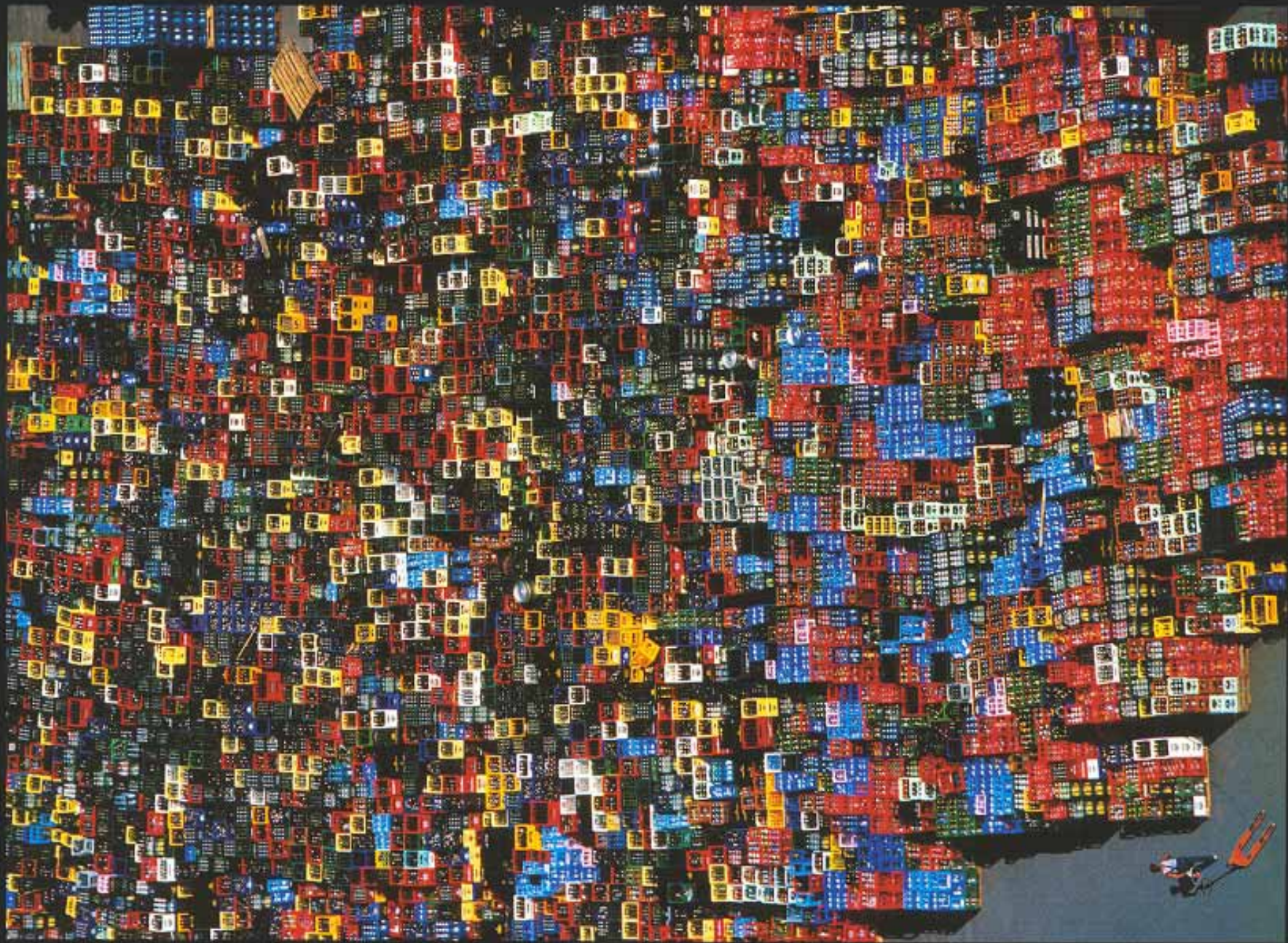
- a collection
- tending plants
- taking things to bits
- caring for creatures
- enjoying the weather
- an adventure
- being in a club
- making something to use at home or school



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Proposals to change the primary curriculum



Challenging false polarities

It is possible to have

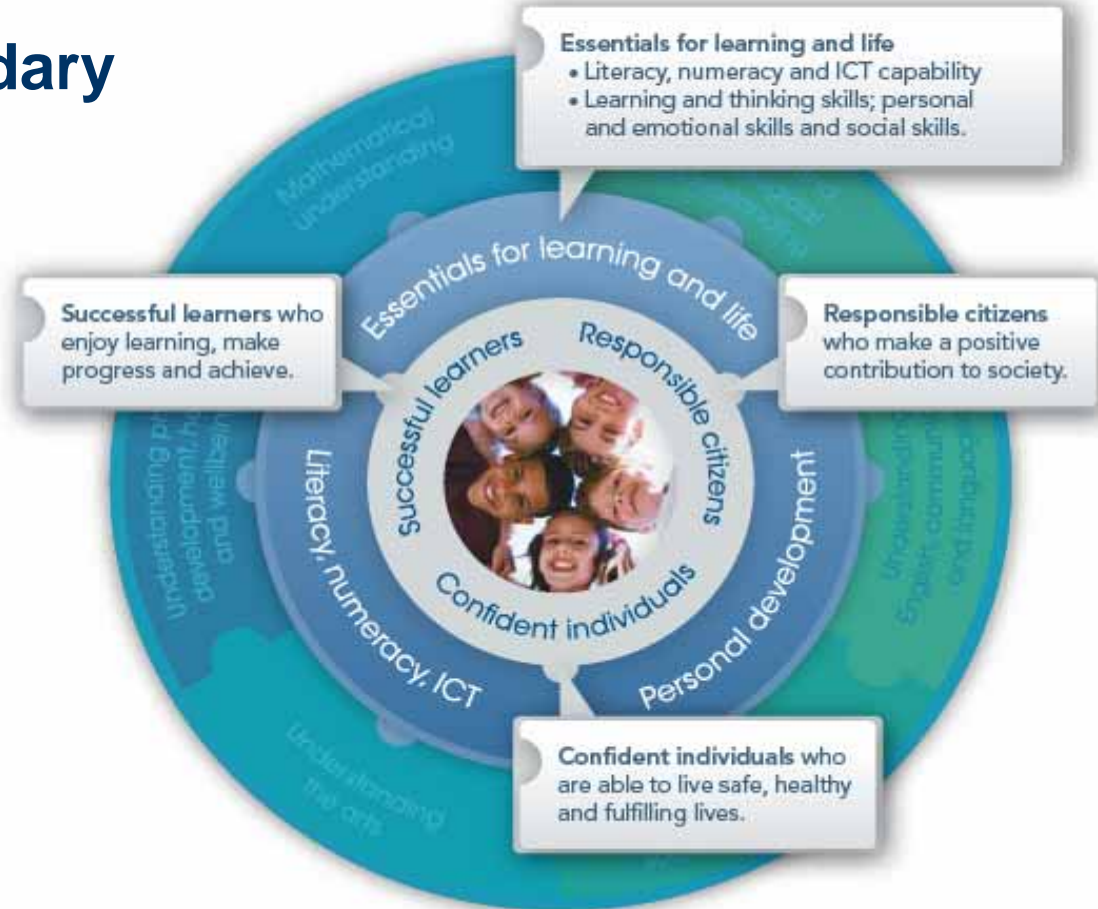
- skills **and** knowledge
- direct teaching **and** child led exploration
- good standards **and** well-rounded learners
- literacy and numeracy **and** a broad and balanced curriculum
- specialist subject teaching **and** thematic teaching that makes connections between subjects
- developing skills regularly and often **and** deep immersive learning over extended periods
- the big ideas and events from the past **and** connections to the contemporary issues of our time

Curriculum aims



The **aims** of the secondary curriculum should be extended to the primary curriculum to enable all children to become:

- **successful learners**
- **confident individuals**
- **responsible citizens**



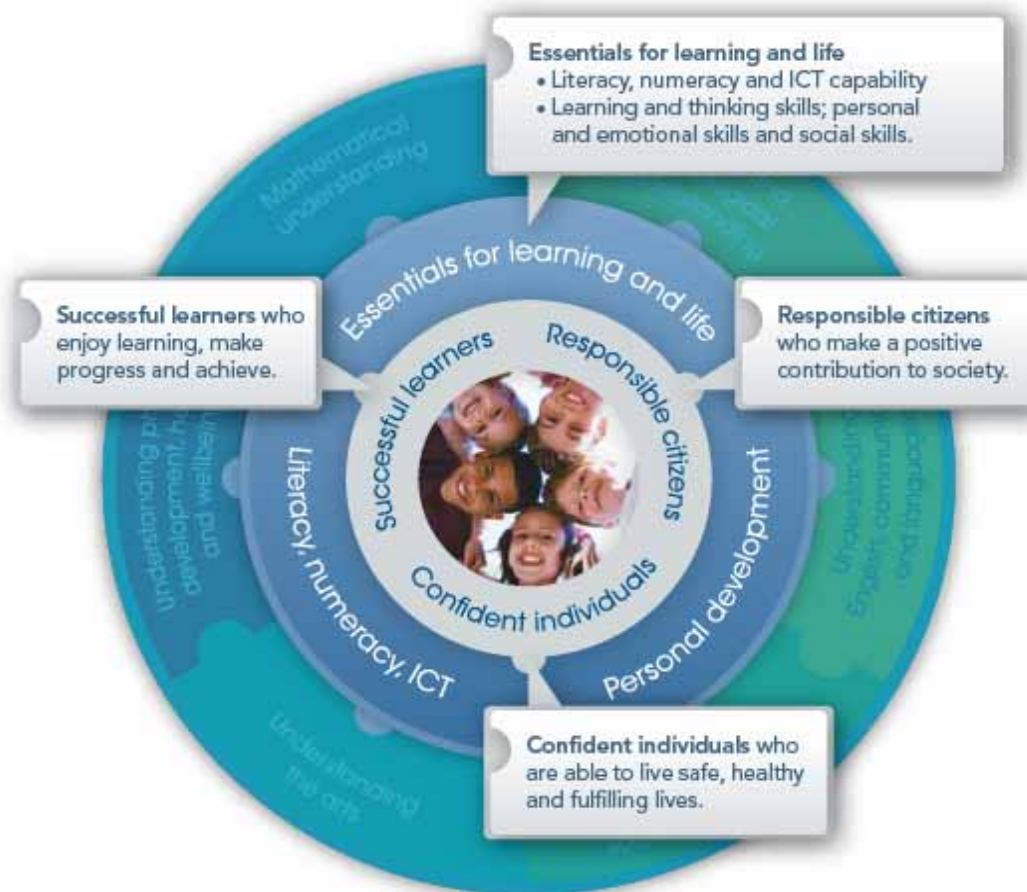
Essentials for learning and life



The **essentials** are **embedded** throughout the whole curriculum

They are:

- literacy, numeracy and ICT capability
- learning and thinking skills, personal and emotional skills and social skills



Mathematical understanding – developing children’s understanding of mathematics and its use in everyday life.

Mathematical understanding

Scientific and technological understanding – developing children’s understanding of the natural and made worlds and their relationship between science and technology

Scientific and technological understanding

Understanding physical development, health and wellbeing – developing children’s understanding of what makes a healthy, active and fulfilling life.

Understanding physical development, health and wellbeing

Understanding English, communication and languages – developing children’s communication and language skills

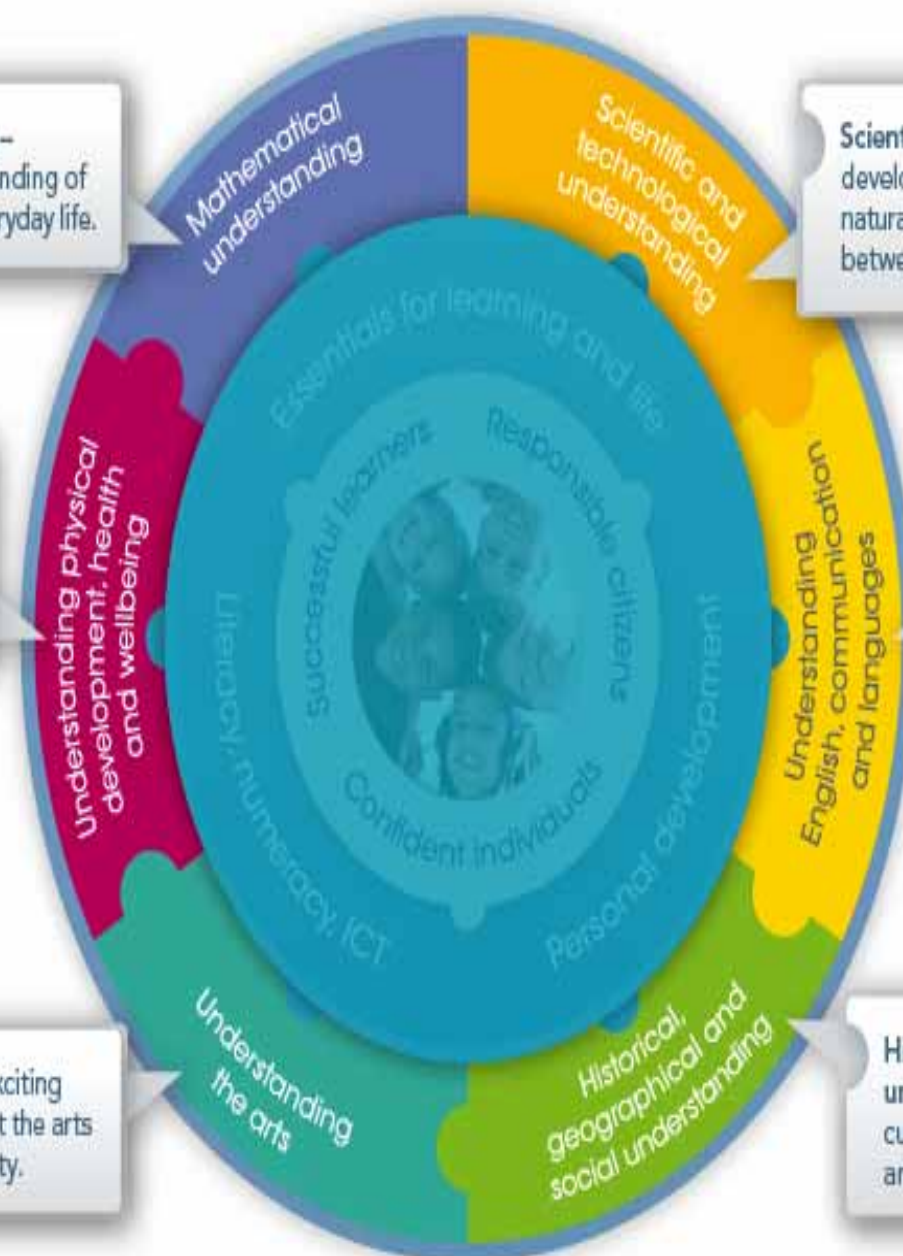
Understanding English, communication and languages

Understanding the arts – exciting children’s imaginations about the arts and developing their creativity.

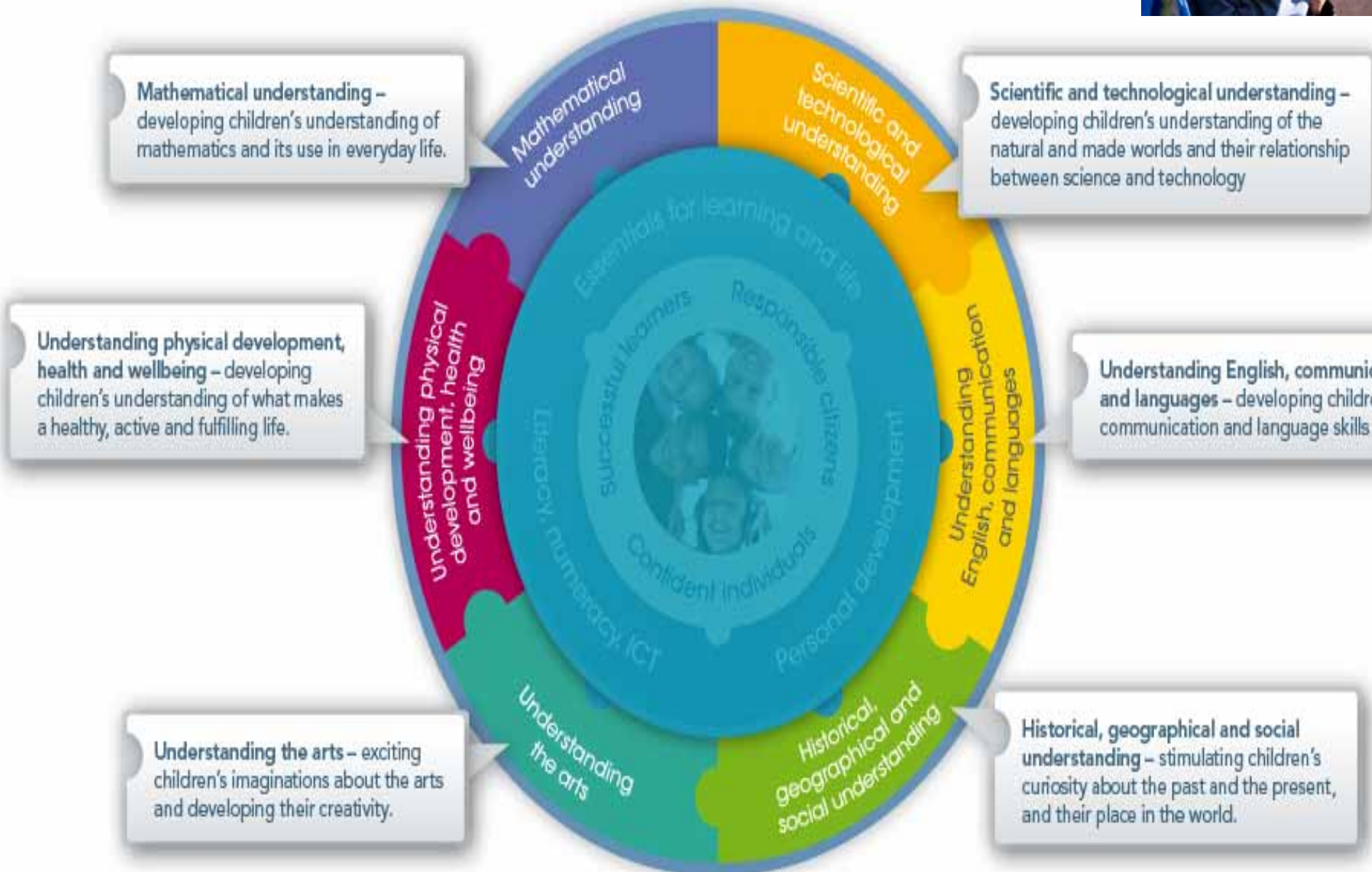
Understanding the arts

Historical, geographical and social understanding – stimulating children’s curiosity about the past and the present, and their place in the world.

Historical, geographical and social understanding



The proposed primary curriculum



What's in areas of learning?



Each area of learning has a common format and includes:

- an importance statement
- essential knowledge
- key skills
- breadth of learning
- curriculum progression
- cross-curricular studies

Understanding the arts

Learning in this area should include an appropriate balance of focused subject teaching and well-planned opportunities to use, apply and develop knowledge and skills across the whole curriculum.

Curriculum aims

This area of learning contributes to the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

Why is this area of learning important?

The arts provide a wealth of vital experience to excite children's imaginations and develop their creativity. This area of learning encourages them to participate actively, to try out different possibilities, and to make and communicate meaning to different audiences through a variety of media and contexts.

This area of learning includes art and design¹, dance, drama and music and teaches children how to use the arts to express their thoughts and emotions and empathise with others. Through the arts they develop original ideas, explore issues and solve problems².

Participating in a range of art forms helps children become creative, responsive, critical and appreciative. They discover the value of focus, discipline and practice and the importance of working collaboratively. Working as artists³ themselves and responding to the work of other artists helps them to develop an appreciation of aesthetics, and enables insights into different viewpoints, identities and cultures.

Children's understanding of the arts is a source of inspiration, enjoyment and fulfilment. It also enhances their personal, social and emotional development. It enables them to participate in and respond to the creative and cultural life of their communities and different cultures and traditions.

Explanatory text:

1. Art and design includes art, craft and design.
2. This includes the use of new and developing forms and conventions associated with computer graphics, digital photography, animation and film.
3. "Artists" refers to people engaged in any branch of the arts.

Understanding the arts – Draft for consultation

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Proposals to revise level descriptions for subjects

Attainment targets



- Curriculum level descriptions will continue to be subject-based
- Minor amendments are proposed for the majority of subjects across levels 1 to 3
- These changes will bring the level descriptions into line with:
 - the proposed primary areas of learning
 - levels 4 to 8 (revised and published as part of the secondary curriculum review)

Timeline



- | | |
|-------------------------|---|
| May – July 2009: | Public consultation |
| September 2009: | Government decisions expected |
| January 2010: | First materials available on national curriculum website |
| September 2011: | First teaching of the revised primary curriculum |



Curriculum models

- Local versions
- North Somerset, Cornwall, Sandwell, Gloucester, Bexley
- Mantle of the Expert
- International Primary Curriculum
- Opening Minds
- Musical Futures, Learning Outside the Classroom

Build on current good practice



Programmes of Learning

- are only ingredients
- they need blending
- to distribute between learning in
 - lessons
 - routines
 - events
 - beyond school
- with schools as the broker for learning
 - time
 - place
 - people

An appetising feast taking account of need, specialism, interest and taste.



Approaching knowledge

- help children to see themselves as **producers** - not **consumers** of knowledge
- develop **multi modal** literacy
 - print, images, sound, body shape, models, photos, web sites, graphs, charts**
- promote **relationships, connections and interactions** between knowledge systems
- emphasise **difference** and **diversity** in knowledge gathering
- promote **process** with **product** and produce **performance**
- help children build a sense of themselves as **active knowledge builders**



To help me learn...I need...

- invent, play, make, do and mend
- meet a range of people
- gather and articulate knowledge
- use real purposes and audiences
- talk about futures
- contribute to school and community life
- have a world view
- value my education
- be with teachers who like me



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