

November Staff Meeting Schedule: Outline Plan

Wednesday 6th November – ‘Statutory Shenanigans!’

*The purpose of this meeting is to establish a statutory groundwork on which to build our curriculum **starting with the history coverage**. By the end of the meeting, we should have Long Term Plans for each year group illustrating statutory coverage of Lit/Num/Sci and one non-core subject: History. It is essential that we do not allow this task to dilute the overall drive for a school curriculum.*

- 3:45-4pm: Staff organised into Phase groups.
- **OPENING WORDS:** Opening from MM on what the NC Conf. told us – a flavour for our onward journey.
- **OUTLINE VISION:** A COPS CURRICULUM WHICH HAS OUR SCHOOL AIMS AND THE THREE R’S PEDAGOGY AT ITS HEART. THE NATIONAL AGENDA WILL WEAVE SEAMLESSLY INTO THE FABRIC OF OUR SCHOOL RATHER THAN DERAILING OUR CHOSEN COURSE. (LC)
- **TASK:** ‘Statutory Obligations’: Using Gaywood Community Primary School’s year group maps (C.Adv have copies) and a ‘Curriculum Overview’ document by Michael Tidd (Phases have these). *LC presents the challenge facing us – to organise the coverage of the content-driven History curriculum. This is the most obvious area of the curriculum which drives themed work and therefore offers great opportunity for providing vehicles to guide our creative curriculum forward. In Phase 1, Year 1 and 2 coverage needs organising and given an overarching heading such as those offered at KS2: two options to be presented to Phases 2&3.*

OPTION A: History organised to roughly mirror what is being covered in year groups at present. Year 5 and 6 would face the greatest changes with Ancient Greece and the Roman Empire needing coverage between the two years. The model enables large aspects of planning/resources to avoid substantial change. However, it also restricts the school taking advantage of some of the more vibrant offerings the new History curriculum could offer. Additionally, it is not chronological. This option looks like:

Year 3

- Britain’s settlement by Anglo-Saxons and Scots
- Viking and Anglo-Saxon struggle for England to time of Edward Confessor

Year 4

- Achievements of the earliest civilisations (Ancient Egypt)
- A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (Battle of Britain)

Year 3 & 4

- Changes in Britain from Stone to Iron ages
- A non-European society that provides contrasts with British history (Mayan civilisation could be covered through Y4 Rainforests & India Geography topics)

Year 5 / Year 6

- Ancient Greece
- Roman Empire
- The changing power of Monarchs using case studies (Victoria)
- A local history study (this could be incorporated into one of the other history areas as a depth study)

OPTION B: In this model for Key Stage 2, statutory aspects of the NC 2014 have been grouped into an overview heading linked to the British study. This provides a greater freedom for staff to be driven by the school curriculum aims and plan from these ideals, bringing in subject content from a broader scope of the non-statutory examples offered. It also offers chronology of the British study units throughout KS2. The three ‘non-British’ units have been mapped with the Ancient Egyptians first, chronologically this makes sense; it also makes sense for other reasons (although these are subjective):

1. The cultural ‘story’ of Ancient Egypt revolves around the myth of the weighing of the heart and the legend of Seth and Osiris. These are both accessible to children of Year 4.
2. The iconography of wall paintings and hieroglyphics seems to hold a fascination with young children and along with the pantheon of Egyptian Gods seems more accessible than their Ancient Greek counter-parts.
3. The history study of Ancient Greece is focused on the achievements and influences of it’s great thinkers, architects, and story-tellers. These (it could be argued) are a much more demanding subjects and probably better understood by older children
4. The ‘non-European society’ study at the end of year 5 seems the best compromise, but of course it could fit in elsewhere.

Statutory coverage would need to be monitored carefully by the leadership team of the subject as, in this model, there is a danger of year groups ‘overlapping’. This could look like:

Year 3: ‘Early Settlers & Invaders’

- **Stone Age & Iron Age**
- **Roman Empire and its impact on Britain**

Year 4: ‘Early Empires’

- **Britain’s settlement by Anglo-Saxons and Scots**
- **Ancient Egypt**

Year 5: ‘The New World’

- **The Viking & Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**
- **A non-European society**

Year 6: ‘Modern Times’

- **Ancient Greece**
- **A study of an aspect or theme in British history beyond 1066 (Victorians & tie-in with local study unit?)**

In tabulated form:

Yr.3	Yr.4	Yr.5	Yr.6
<p>Changes in Britain from the Stone Age to the Iron Age This could include: - late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae - Bronze Age religion, technology and travel, e.g. Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	<p>Britain’s settlement by Anglo-Saxons and Scots This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne</p>	<p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include: - Viking raids and invasion - resistance by Alfred the Great and Athelstan, first king of England - further Viking invasions and Danegeld - Anglo-Saxon laws and justice - Edward the Confessor and his death in 1066</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>
<p>Roman Empire and its impact on Britain This could include: - Julius Caesar’s attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian’s Wall - British resistance, e.g. Boudica - “Romanisation” of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>	<p>A non-European society - one study chosen from: - Early Islamic civilization, c. AD 900; - Mayan civilization c. AD 900; - Benin c. AD 900-1300.</p>	<p>A study of an aspect or theme in British history extends chronological knowledge beyond 1066 For example: - the changing power of monarchs using case studies such as John, Anne & Victoria - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the C.20th - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day - a significant turning point in British history, e.g. the first railways or the Battle of Britain</p>

As it stands, the middle term is ‘free’. This gives teachers a choice, either to continue the previous term’s study, start the next term’s early or plan it as a non-history teaching term.

If there is time following this, phases can start to look at non-core subject statutory PoS allocation and divide this up accordingly between Y1/2, Y3/4 and Y5/6.

Wednesday 20th November – ‘Problematic Proforma!’

Pre-session read: ‘Planning for The Wyche curriculum’

The purpose of this meeting is to share thoughts on the pre-session reading homework and establish an agreed proforma for our ‘Outline Plan’. Once agreed, allow staff meeting time for year groups to start planning their Spring Term outlines ready for pitch. Curriculum Advisors will support planning discussions. **IT WILL BE MADE CLEAR THAT THE TEACHING OF SPRING TERM PLANS WILL BE OPTIONAL FOR 2014 ALLOWING STAFF FLEXIBILITY TO TRIAL IDEAS THIS YEAR. DURING THE SPRING TERM 2014, STAFF MEETINGS WILL BE SCHEDULED TO PLAN FOR SUMMER. IN THE SUMMER, AUTUMN 2014 PLANS WILL BE PREPARED IN READINESS FOR DELIVERY FROM SEPT 2014.**

- **OPENING** – The idea of the ‘Pitch’, referenced in the pre-session read, will be shared as an agreed method to monitor new planning. (JH & LC)
- **DISCUSSION:** In Phases, answer the question: ‘What is the best document to use for our Outline Plan for the COPS curriculum?’ The discussion should reference the Wyche planning document and the possible templates provided. Phases will have the opportunity to provide feedback and state their preference.
- **TASK:** In year groups, begin to plan Spring Outline Plans. Full session on 27th also set aside for planning time.

Wednesday 27th November – ‘Springtime Spectacular!’

- **OPENING** – The Pitch timetable for Spring plans will be shared with all staff. (JH & LC)

The purpose of this meeting is to offer year groups supported time for the Spring Term Outline Plans. Curriculum Advisors will be on hand to guide and support as well as prompt staff with school aim / three r coverage reminders.

CHANGES:

Accordingly, the core subject changes have a staggered implementation to match statutory KS1 and KS2 testing. However, if we are in agreement that teaching our children a personalised curriculum in Lit/Num/Sci offers a more secure and robust pedagogy than moving aspects of these subjects into earlier year groups, I see no need to delay the implementation of our ‘new curriculum’.

		2013-14	2014-15	2015-16	
Year 1	Core				<div style="display: inline-block; width: 15px; height: 15px; background-color: yellow; border: 1px solid black; margin-right: 5px;"></div> 2000 PoS statutory
	Foundation				
Year 2	Core				<div style="display: inline-block; width: 15px; height: 15px; background-color: lightgreen; border: 1px solid black; margin-right: 5px;"></div> 2014 PoS Statutory
	Foundation				
Year 3	Core				<div style="display: inline-block; width: 15px; height: 15px; border: 1px solid black; margin-right: 5px;"></div> No statutory PoS
	Foundation				
Year 4	Core				
	Foundation				
Year 5	Core				
	Foundation				
Year 6	Core				
	Foundation				