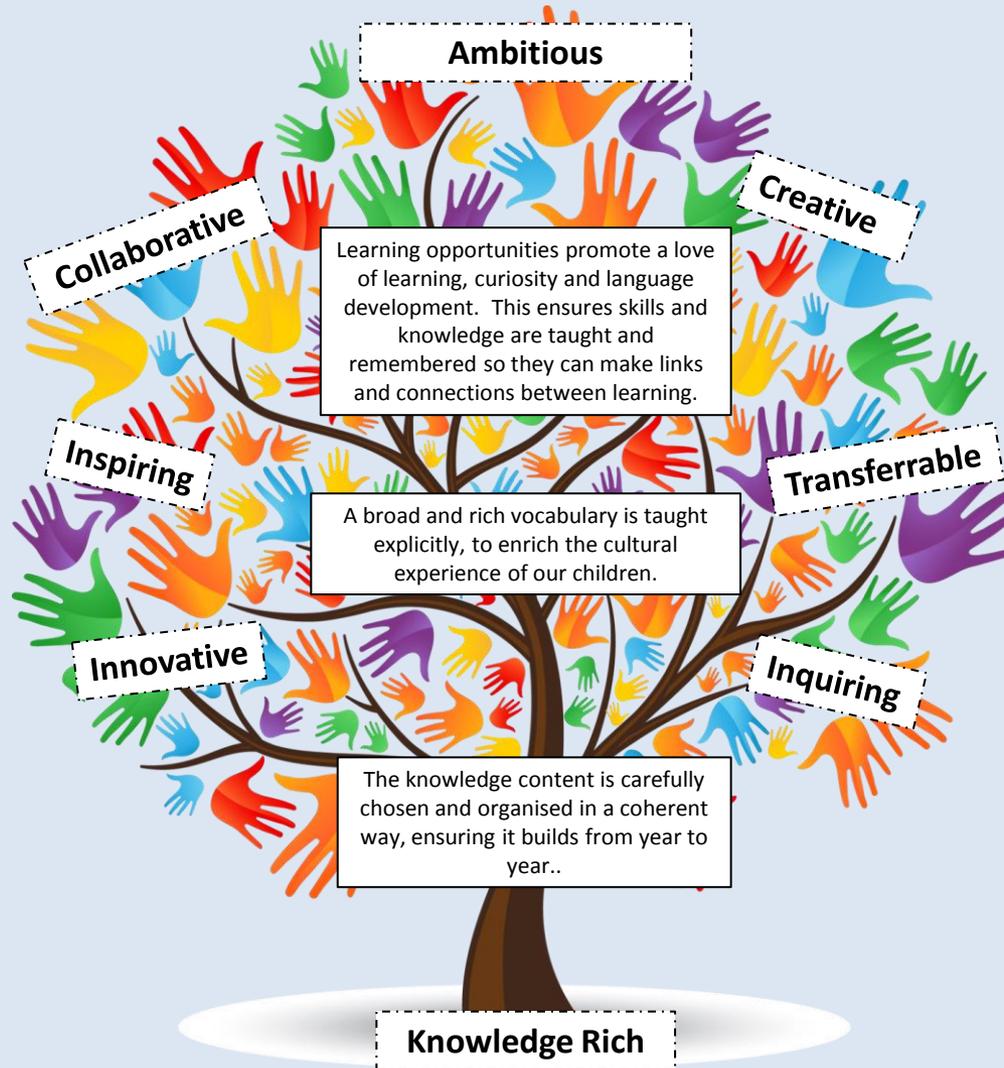


What is new?

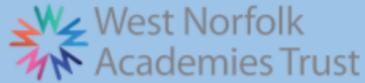
- Children are taught in **subject specific lessons**
- Children have **individual books** for the lessons and **live marking** is used in all lessons.
- Children are **seated so they can always see the board / P1/P2** to support engagement of learning
- English and Maths **working walls** at the front of the room (*linked to book colour*)
- **Working walls** for all other subjects (*Key vocabulary, knowledge organisers, Step for Depth*)
- **Oracy board**

WNAT's Knowledge Based Curriculum Tree





Valued



Specific

**WNAT Primary
Knowledge Curriculum
is...**



**Sequenced
coherently**



For Everyone



Remembered

Background for Change

‘Schools need to have a strong relationship with knowledge, particularly around what they want their pupils to know and how to do ...’

‘A rich web of knowledge is what provides the capacity for pupils to learn even more and develop their understanding.’

(Amanda Spielman - HMCI – 2019)

Background for Change

Teacher: *What did you learn in history last year about the Ancient Greeks?*

Child: *Oh no, that wasn't history. It was topic.*

What is a Knowledge Rich Curriculum

- A knowledge-rich curriculum places powerful knowledge at the heart of the curriculum.
- Primary Knowledge Curriculum has been developed in line with current thinking on how children learn (*E.D Hirsch, Daniel Willingham & Dylan Wiliam*)
- An essential element of a knowledge curriculum is the development of a broad and rich vocabulary

Plans – Long Term – Y2

West Norfolk Academies Trust (Primary) – Curriculum Map

		Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd
Year 2	English						
	Maths	Place Value Addition and Subtraction	Measurement Money Multiplication Division	Multiplication Division Statistics Property of Shape	Fractions Length and Height	Position and Direction Problem solving Time	Mass, capacity and temperature Investigations
	Science	Living things and their habitats	Living things and their habitats	The Human body	Matter - solids, liquids, gases	Electricity	Astronomy
	Art & DT	Colour and Shape	Colour, Shape and Texture	Portraits and Self- Portraits	Ancient Egyptian Art	Murals and Tapestries	DT – Make a pop-up book
	Computing <i>(Purple Mash)</i>	Online safety Effective searching		Coding		Spreadsheets Making music	
	Geography	Spatial Sense	The British Isles			Northern Europe	
	History			Ancient Egypt	The Romans		Anglo Saxons and Vikings
	Music <i>(Charanga)</i>		Ho Ho Ho		Zoo Time		Friendship Song
	P.E. <i>(Real PE)</i>	Coordination: Floor Movement & Static Balance: One Leg	Dynamic Balance to Agility & Static Balance: Seated	Dynamic Balance & Static Balance: Small Base	Coordination: Ball Skills & Counter Balance in Pairs	Coordination with Equipment & Agility: Reaction	Agility: Ball Chasing & Static Balance: Floor Work
	PHSE <i>(Jigsaw)</i>	Being Me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
R.E. <i>(Plan Bee)</i>	Leaders and Teachers	Christmas Celebrations	Who was Buddha?	Why is the Torah special?	Christian Rites of Passage	What do Sikhs believe?	

Plans – Lesson Plans

Lesson 1: Locating Ancient Rome

Teacher knowledge: *The Roman Empire was one of the most powerful and influential empires ever to have existed. Its influence is still felt today in everything from language, to culture, to the location of cities such as London. Founded by the mythical brothers Romulus and Remus, around 750 BCE, Rome grew in power over the centuries, reaching its height in the 2nd Century CE, before falling to the Goths in the 5th Century. It's location in the centre of the Mediterranean gave it a powerful position from which to dominate the surrounding countries and remain safe for hundreds of years from migrating tribes and armies.*



Knowledge Objective	Task	Lesson Detail	Vocabulary
<p>To know the location of Ancient Rome and explain why it was powerful</p>	<p>Task: To locate Rome on a map</p> <p>Success Criteria: I can show what area was in the Roman Empire.</p> <p>I can explain why Rome's location helped it to become powerful.</p> <p>Step for Depth: Imagine you are Romulus, first king of Rome. Recount the story of how you were raised as a child before becoming king.</p>	<p>Prior Learning Assessment: Brief discussion about what the children already know about Ancient Rome. Share the Knowledge <u>Organiser</u>. A multiple-choice quiz could be completed by the children.</p> <p>Vocabulary: Discuss the vocabulary – how does it connect to their prior knowledge? Does any of it need to be clarified?</p> <p>Teach: Explain that the Roman Empire began as a city in central Italy, but grew over time to become the most powerful force in the Western world for over 700 years. It was said to have been founded by the brother Romulus and Remus, who were raised by a she-wolf. Romulus killed Remus in a fight over the name of a new city, which is why Rome is called 'Rome'. Discuss maps of the empire's extent at different points in its existence. Explain that it began around 750 BCE, reached its height in 117 CE, and by 410 CE was weak enough that Rome could be attacked – a lifespan of over a thousand years.</p> <p>Partner Talk Task: Examine Rome's position on a map. Why do you think Rome's position might have been an advantage?</p> <p>Task: Locating Rome on a map, then shading in the land conquered at its largest extent. Then writing a paragraph to explain Rome's powerful location.</p> <p>Partner teach/Plenary: What might Rome have been called if Remus had killed Romulus?</p>	<p>Rome Romulus Remus Mediterranean century</p>
<p>Knowledge goals Ancient Rome was one of the most powerful empires in European history.</p> <p>It dramatically shaped the course of Europe's culture, even long after the empire was gone.</p> <p>The Romans traced their founding back to Romulus.</p> <p>Their position in the Mediterranean gave them a strong location from which to trade and conquer.</p>			

Suggested resources: Lesson 1 – Map of the Mediterranean



Plans – Teacher Knowledge

Lesson 1: Locating Ancient Rome

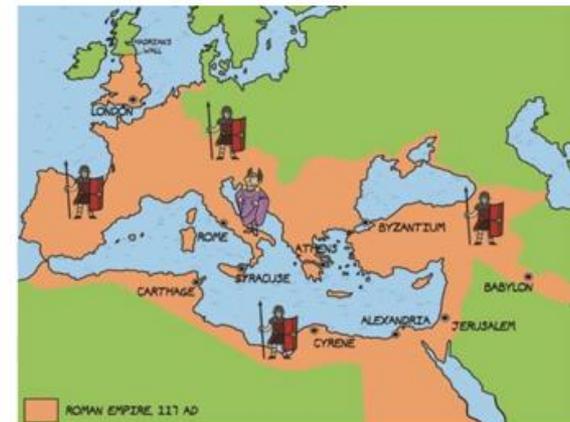
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Knowledge Organisers

Knowledge Organiser- Life in Ancient Rome- (History-Year 4)

Key Vocabulary	
Roman Empire	A huge empire controlled by Rome, lasting between 509 BCE and 476 CE.
Republic	A government where the people are in charge, rather than a king.
Mediterranean	The countries that surround the Mediterranean sea. These were once dominated by Rome.
Latin	The language of Rome, spoken across the Roman Empire.
Pompeii	A small town in Southern Italy that was totally destroyed by a volcano in 79 CE.
Aqueduct	A stone trough to carry water across the country into Roman towns.

The Roman Empire



The Colosseum in Rome



Roman history: a timeline

- 753 BCE Founding of Rome by Romulus
- 509 BCE Beginning of the Roman Republic
- 55 BCE Julius Caesar attempts to invade Britain
- 44 BCE Death of Julius Caesar and end of Roman Republic
- 27 BCE Augustus becomes emperor, beginning of Roman Empire
- 54 CE Nero becomes emperor
- 64 CE Much Rome is destroyed by fire
- 79 CE Mount Vesuvius erupts and destroys Pompeii

Working Walls

HISTORY

Learning Theme:
Baghdad
900 CE

Learning Objective:
To understand that an ancient civilisation began in Mesopotamia.

Key vocabulary:
Civilisation
Mesopotamia
Cuneiform

Step for depth:

Tigris

Euphrates

Cuneiform

Fertile

The 'Working Wall' is a collection of educational materials. At the top, the word 'HISTORY' is written in large, decorative letters. Below it, there are several sections: 'Learning Theme' with 'Baghdad' and '900 CE' written in cursive; 'Learning Objective' with the text 'To understand that an ancient civilisation began in Mesopotamia.'; 'Key vocabulary' with 'Civilisation', 'Mesopotamia', and 'Cuneiform' listed; and 'Step for depth' with 'Tigris', 'Euphrates', 'Cuneiform', and 'Fertile' written in cursive, each accompanied by a simple drawing (a zigzag line for Tigris, a U-shape for Euphrates, stick figures for Cuneiform, and a carrot for Fertile). The wall also features a map of Mesopotamia, a diagram of Baghdad, and various printed and handwritten notes.

Differentiation

- **All children** to achieve the objective
- **LA** – Supported by resources
- **Greater Depth** – ‘Step for depth’

History – Steps for Depth

Date:

Which family would you like to belong to?
The House of York or House of
Lancaster? Why?

History – Steps for Depth

Date:

Based on the stories we have learnt today what
kind of king do you think Alexander the Great will
be? Why?

Science – Steps for Depth

Date:

Humans are a part of many ecosystems. Can
you think of three positive impacts we can
have and 3 negative impacts we can have on
the ecosystems?

Science – Next Steps for Depth

Date:

Science: Next step for depth:

All rocks are made the same way. In your books
explain why this is wrong.



Assessment



MULTIPLE-CHOICE
QUIZZES



KNOWLEDGE
ORGANISERS



QUESTIONING



WRITTEN TASKS AND
OTHER OUTCOMES
IN BOOKS



PUPIL VOICE

Monitoring

Questions to support:

- Book Scrutinies
- Effective Teaching

Monitoring – Book Scrutinities

Book Support		West Norfolk Academies Trust	
Building on Previous Learning		Score 1-5	
1a	<i>Pupils' knowledge is consistently, coherently and logically sequenced so that it can develop incrementally over time.</i>		
1b	<i>There is a progression from the simpler and/or more concrete concepts to the more complex and/or abstract ones.</i>		
1c	<i>Pupils' work shows that they have developed their knowledge and skills over time.</i>		
Depth & Breadth of Coverage			
2a	<i>The content of the tasks and pupils' work show that pupils learn a suitably broad range of topics within a subject.</i>		
2b	<i>Tasks also allow pupils to deepen their knowledge of the subject by requiring thought on their part, understanding of subject-specific concepts and making connections to prior knowledge.</i>		
Pupils' Progress			
3a	<i>Pupils' make strong progress from their starting points.</i>		
3b	<i>Pupils' acquire knowledge and understanding appropriate to their starting points.</i>		
Practice			
4a	<i>Pupils' are regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding in a discipline.</i>		
4b	<i>They can recall information effectively, which shows that learning is durable.</i>		
4c	<i>Any misconceptions are addressed and there is evidence to show that pupils have overcome these in future work.</i>		

- Used as a framework to improve **standards**
- **Professional dialogue** with Teacher
- **Inform next steps, CPD & support**

Attribute Level	Beginning	Improving	Secure	Mastering	Expert
Score	1	2	3	4	5

Monitoring – Teaching & Learning

Teaching and Learning Support		West Norfolk Academies Trust
Curriculum		Score 1-5
1a	Teachers use knowledge, subject expertise, practical skills to develop learning opportunities	
1b	Teachers ensure equality of opportunity for all learners to access learning in every lesson as building blocks for the wider curriculum	
1c	Strategies to support the reading/vocab understanding/numeracy are in place for those who need it /cannot access curriculum	
1d	The content of the lesson is suitably demanding	
1e	The content of the lesson is age appropriate and does not lower expectations	
1f	There is a logical sequence to the lesson	
1g	Teachers provide opportunities to practise and rehearse previously learned knowledge and skills	
1h	Assessment provides relevant, clear and helpful information about current knowledge and skills of children	
Teaching		
2a	Teachers demonstrate good communication skills	
2b	Teachers use of presentation makes allows pupils to build knowledge and make connections	
2c	Teachers use relevant and appropriate resources during presentation to clarify meaning to pupils	
2d	Teachers possess good questioning skills	
2e	Teachers give explicit, detailed and constructive feedback in class	
2f	Teachers effectively check for understanding	
Behaviour		
3a	Teachers create supportive classrooms focused on learning	
3b	Teachers create focused classrooms through their high expectations for pupils	
3c	Teachers communicate clear and consistent expectations which are understood and followed	
3d	Pupil behaviour contributes to the focus on learning	

Attribute Level	Beginning	Improving	Secure	Mastering	Expert
Score	1	2	3	4	5

- Standards
- Professional dialogue
- Inform next steps

Governor Monitoring

‘Deep Dive’



- *In depth, intense look into 4 – 6 subject areas*
- *Ensure curriculum intent is being achieved in lesson & children’s work*

Governor Monitoring – Deep Dive

Pupil Discussion (*with subject books*)



Name			Subject		
<p><i>Before the discussion, ensure that you are familiar with the subject content that the children should have covered. Select a group of six children (to include all vulnerable groups: Gender, PP, SEND, EAL, More Able and LAC) and compare the work of the same date in order to check standards.</i></p>					
Do you like this subject ?			How much on a scale of 1/10? Why is that?		
What can you remember from your learning about this subject?					
What vocabulary have you learnt? (Look at the knowledge organiser) What can you tell me about the meaning of ...					
Turn to page (x) and talk about your learning. (Record quotes and summarise discussion)					

Governor Monitoring – Deep Dive

Pupil Discussion (*with subject books*)

What were your favourite lessons? What made them special?

On a scale of 0-10 (*0 being nothing, 10 being everything*), How much do you feel you know about this subject?

How can we improve the learning in this subject for you?

Governor Monitoring – Evidence

WNAT PRIMARY SCHOOLS – GOVERNORS MONITORING VISIT

Name of Governor	Date of visit
School visited:	Time:
Classes/staff/parts of school visited	
All classes visited by pairs of governors	
Focus of visit linked to SIDP (School Improvement and Development Plan):	
Comments about the focus:	
Observations from the visit:	
Questions discussed with the Headteacher:	
Signed	Date
Received and discussed with Head teacher <input type="checkbox"/>	Date
Received by the Governing Body <input type="checkbox"/>	Date

All completed Monitoring forms are to be sent to the Head teacher who will then forward to the Clerk

West Norfolk Academies Trust

Thank you