

The Church
of England National
Conference

Flourishing Together

27 January 2023



Mary Myatt



*Flourishing
together*



Crafting the
curriculum

*A never-ending
story*





A never-ending
story



The use of story
in the
curriculum



Flourishing for
every child



Intent

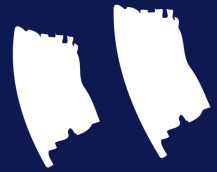


Unique?
Magical?
Contribution?



Ambitious?



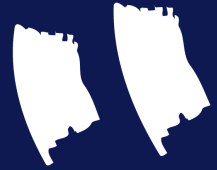


Art and Design

Every human is an artist



Don Miguel Ruiz

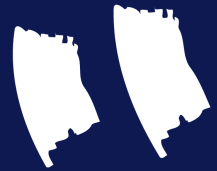


Computing

Alan Turing gave us a mathematical model of digital computing that has completely withstood the test of time. He gave us a very, very clear description that was truly prophetic



George Dyson

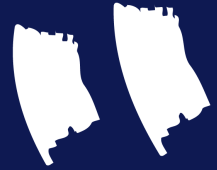


Design and Technology

Good buildings come from good people, and all
problems are solved by good design



Stephen Gardiner

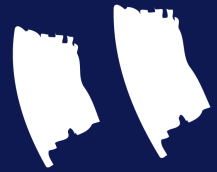


English

When I read great literature, great drama, speeches, or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language



James Earl Jones



Geography

Geography underpins a lifelong 'conversation'
about the earth as the home of humankind




Geography Association



History

A people without the knowledge of their
past history, origin and culture is like a tree
without roots



Marcus Mosiah Garvey



Languages

You live a new life for every language you speak. If you only know one language, you only live once




Czech proverb



Mathematics

Pure mathematics is, in its way, the
poetry of logical ideas.




Albert Einstein

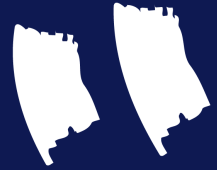


Mathematics

Pure mathematics is, in its way, the
poetry of logical ideas.



Albert Einstein



Physical Education

Physically educated persons are those who have learned to arrange their lives in such a way that the habitual physical activities they freely engage in make a distinctive contribution to their wider flourishing




James MacAllister



Science

It is important to view knowledge as sort of a semantic tree - make sure you understand the fundamental principles, i.e. the trunk and big branches, before you get into the leaves/details or there is nothing for them to hang on to.



Elon Musk



Music

Without music, life would be a
mistake.



Friedrich Nietzsche

Thinking about curriculum intent - webinar

Thinking about curriculum intent

Mary Myatt





Mary Myatt

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[Huh Academy](#) [Myatt & Co](#)

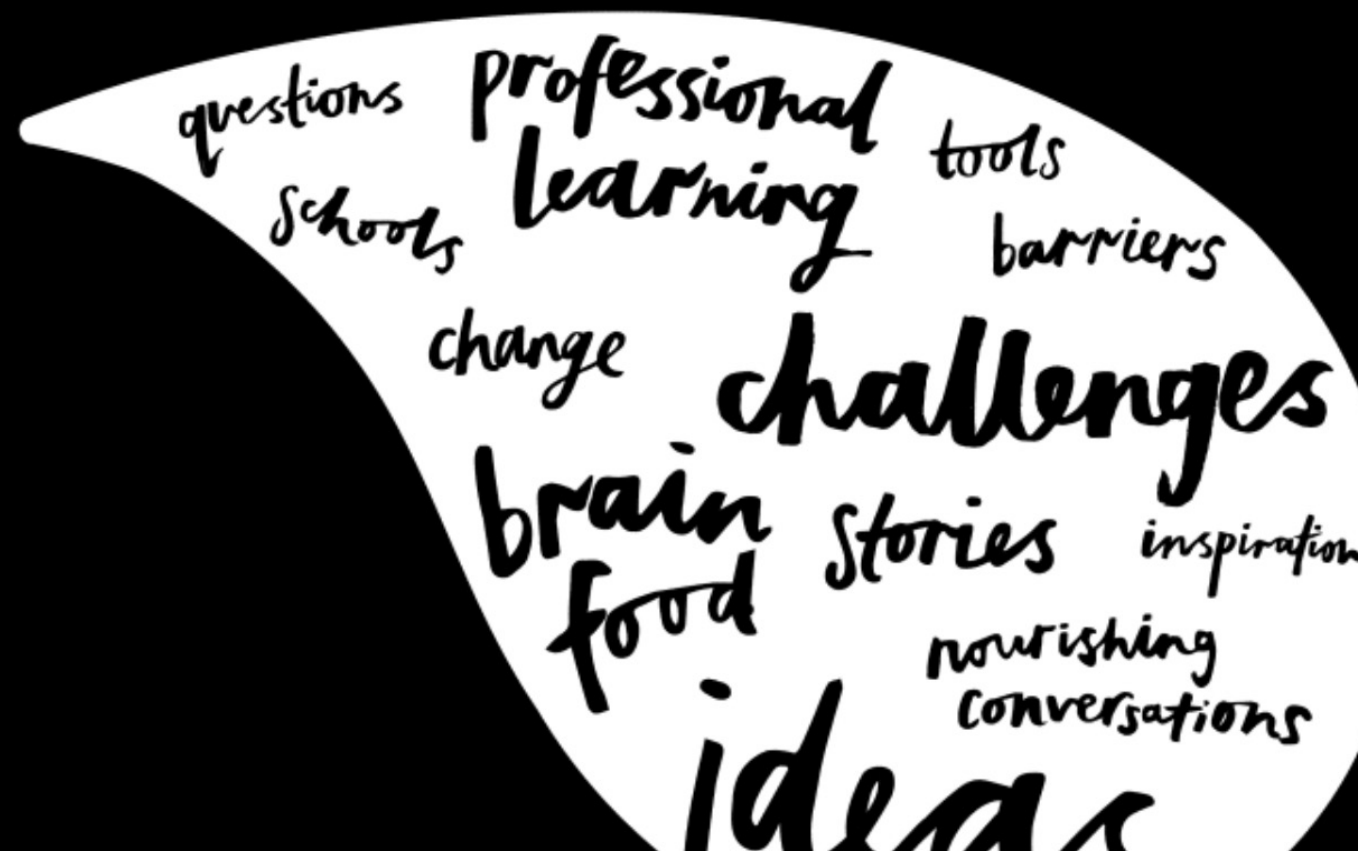


Long-term learning

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A never-ending
story



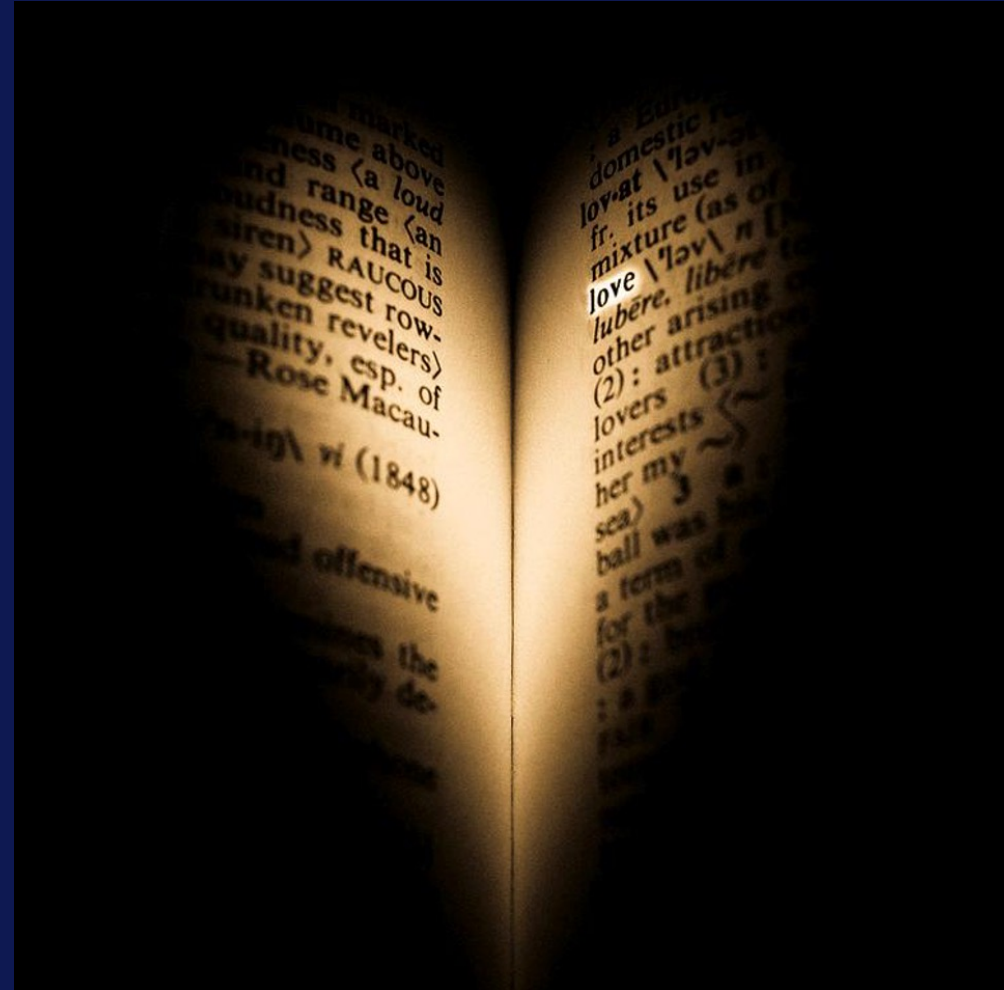
The use of story
in the
curriculum



What pupils say



Demanding work please



Entitlement



Mary Myatt @MaryMyatt · 16 Aug 2016

On ability setting. Chn's views. Breaks your heart... Via [@AlisonMPeacock](#)

The first day the children were back we asked them what they thought of ability groups. The answers were astounding. The 'more able' loved it; they enjoyed being the 'bright' ones and having 'special' challenges set by the teacher. They also saw working with the teacher as a negative. The middle group were annoyed that they didn't get the same work and challenges as the other group; they wanted to try harder work but they had worked out they would never be moved up as there were only six seats on the top table. The 'less able' were affected the most. They felt 'dumb', useless, they thought they would never be allowed challenges as they usually work with the teaching assistant (some by Year Five were completely dependent on the teaching assistant to help them). This 'less able' group liked the sound of some of the challenges the top group had, but knew they would never get the chance.



37



360



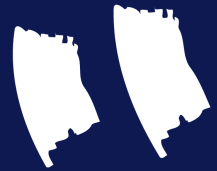
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Respectable

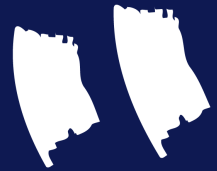


Lynsey Hanley



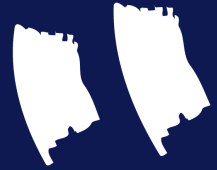
He took us seriously : not in the sense that he treated us like miniature adults, but in the way he acted upon his belief that we had a right to be heard, and that we were as much a part of society as any adult or any middle - class child, whose right to be heard - to form and express an opinion and have it interrogated





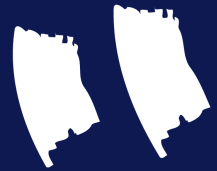
At the beginning of the year,
Mr Bowell instigated two weekly
institutions, the general knowledge quiz
and the classroom debate.





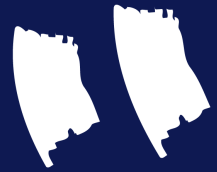
In hindsight, the reason these felt so special, so invigorating , was that both were vehicles for verbal reasoning and for testing abstract concepts, neither of which our previous teachers had paid particular attention to.





I never saw stronger evidence that you are taught how to be inarticulate , and you learn how to be ignorant, through what is withheld from you.





Mr Bowell gave us a chance to talk
and to reason before our ability to do
so was allowed to wither from
inattention.



High challenge

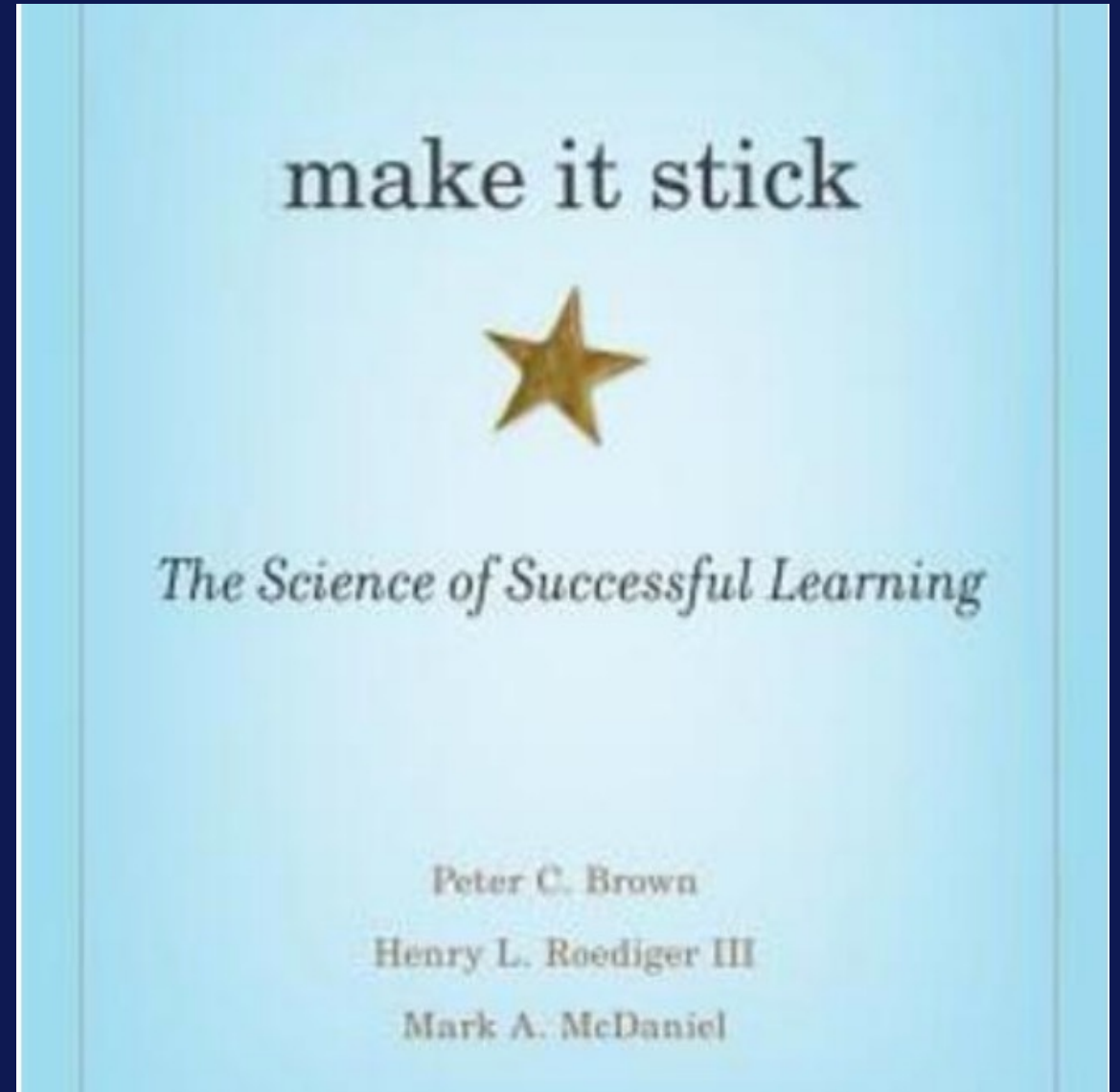
Low threat



Best bets from cognitive science



Peter Brown et
al

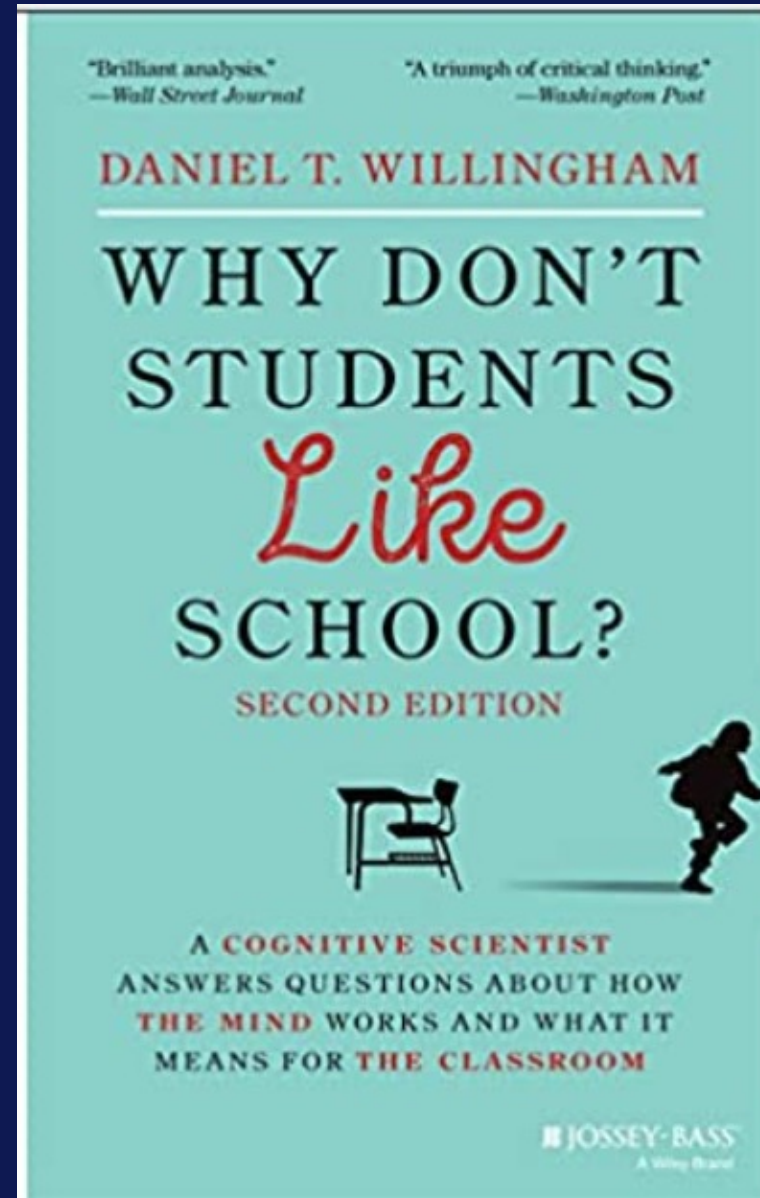


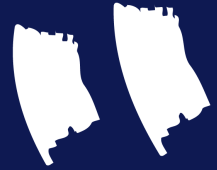


Effortful



Daniel Willingham





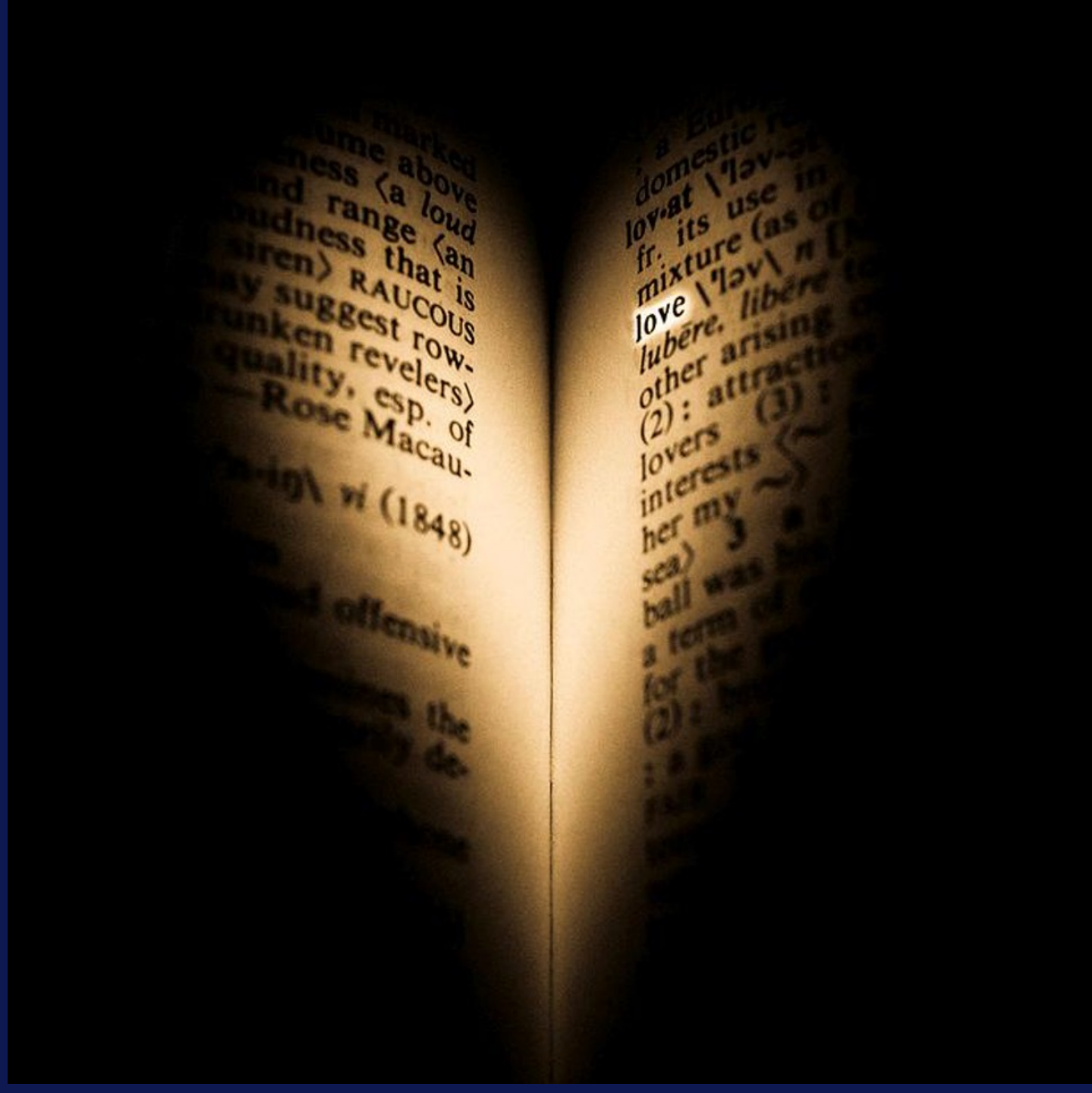
Human beings are curious.

Thinking is hard.



Daniel T Willingham

Demanding work
please



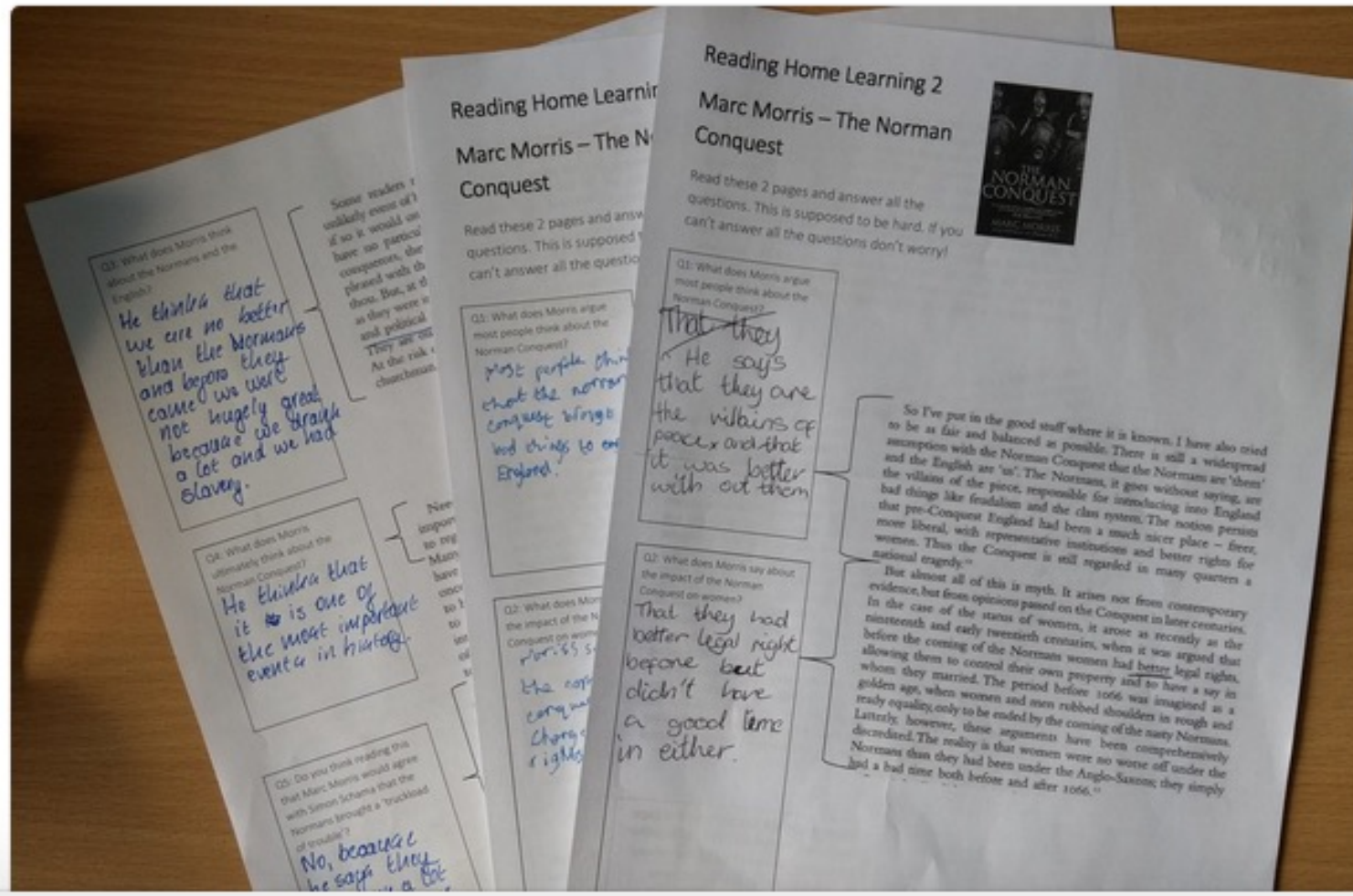
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drunken revelers)
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— Rose Macau-

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domestic re
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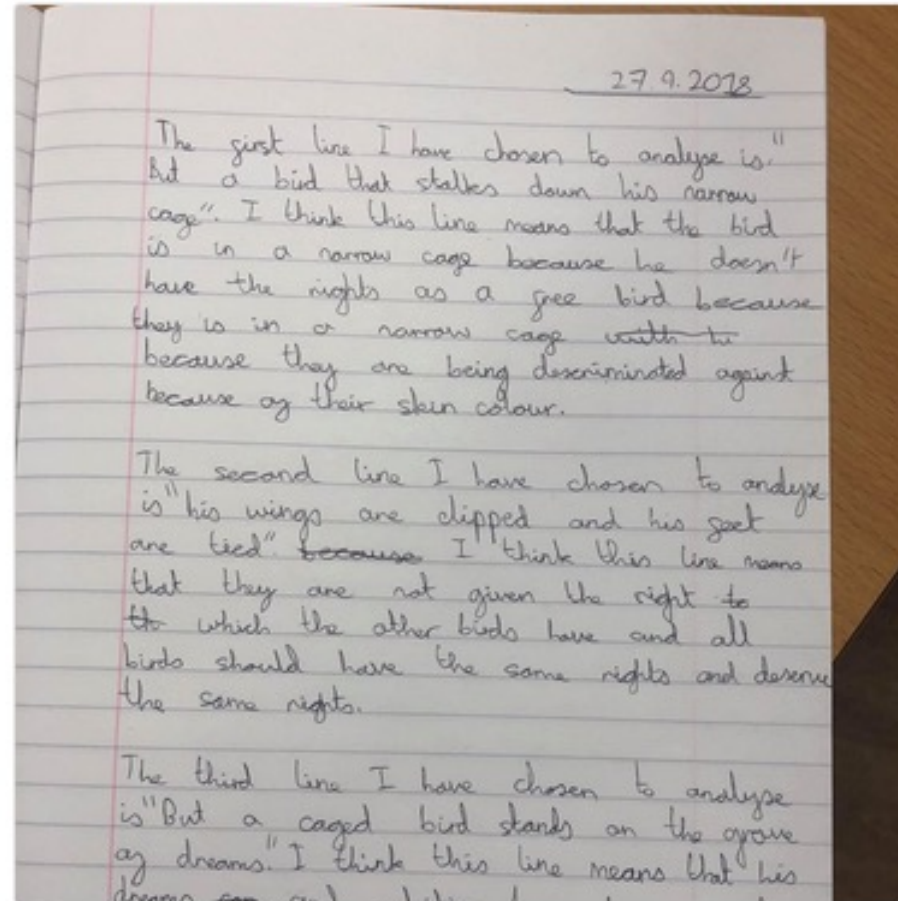
Tested out the scholarship reading homework with a Yr7 guinea pig class. Every student could access it. Even those with reading age less than 10. Clearly we need to have higher expectations of these kids.



Ashley Booth
@MrBoothY6

Following

Why do I love whole class reading so much?
Cos a child who would have been long
considered 'low ability' can access texts like
Caged Bird by Maya Angelou with their peers
and subsequently bang out stuff like this.

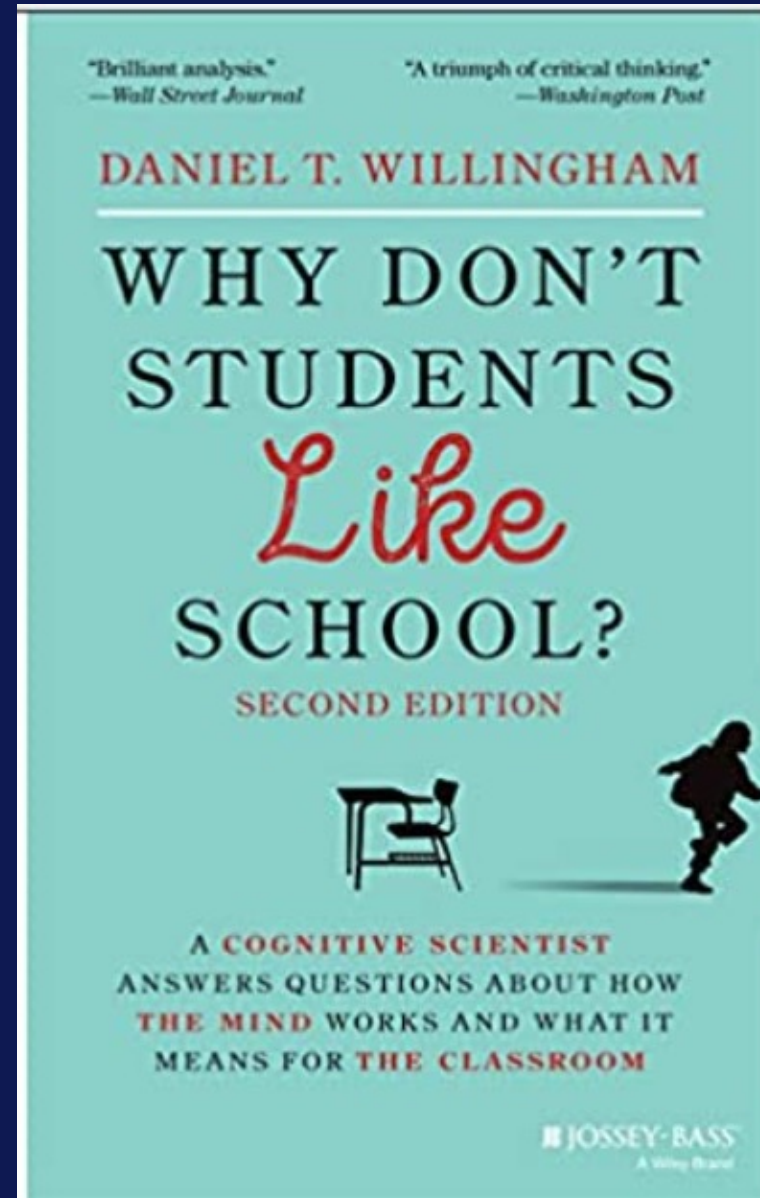


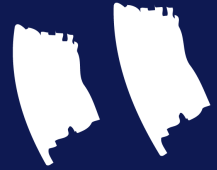
12:23 PM - 27 Sep 2018

89 Retweets 574 Likes




Daniel Willingham






The importance of concepts





Cognitive psychology has shown that the mind best understands facts when they are woven into a **conceptual** fabric, such as a narrative, mental map, or intuitive theory.

Disconnected facts in the mind are like unlinked pages on the Web: They might as well not exist.



Stephen Pinker

Holding baskets



COLLECTION

Helping pupils learn the curriculum

♡ Add Collection To Favorites

Helping pupils learn the curriculum through concepts

Mary Myatt



5 VIDEOS Autoplay

- Helping pupils learn the curriculum through concepts
11:22

Mary outlines the research that shows that learning is likely to be deeper if we spend time identifying and teaching our pupils concepts.
- Helping pupils learn the curriculum through vocabulary
09:18
- Helping pupils learn the curriculum through story
10:25

Helping pupils learn the curriculum through concepts

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Tier 3 vocabulary



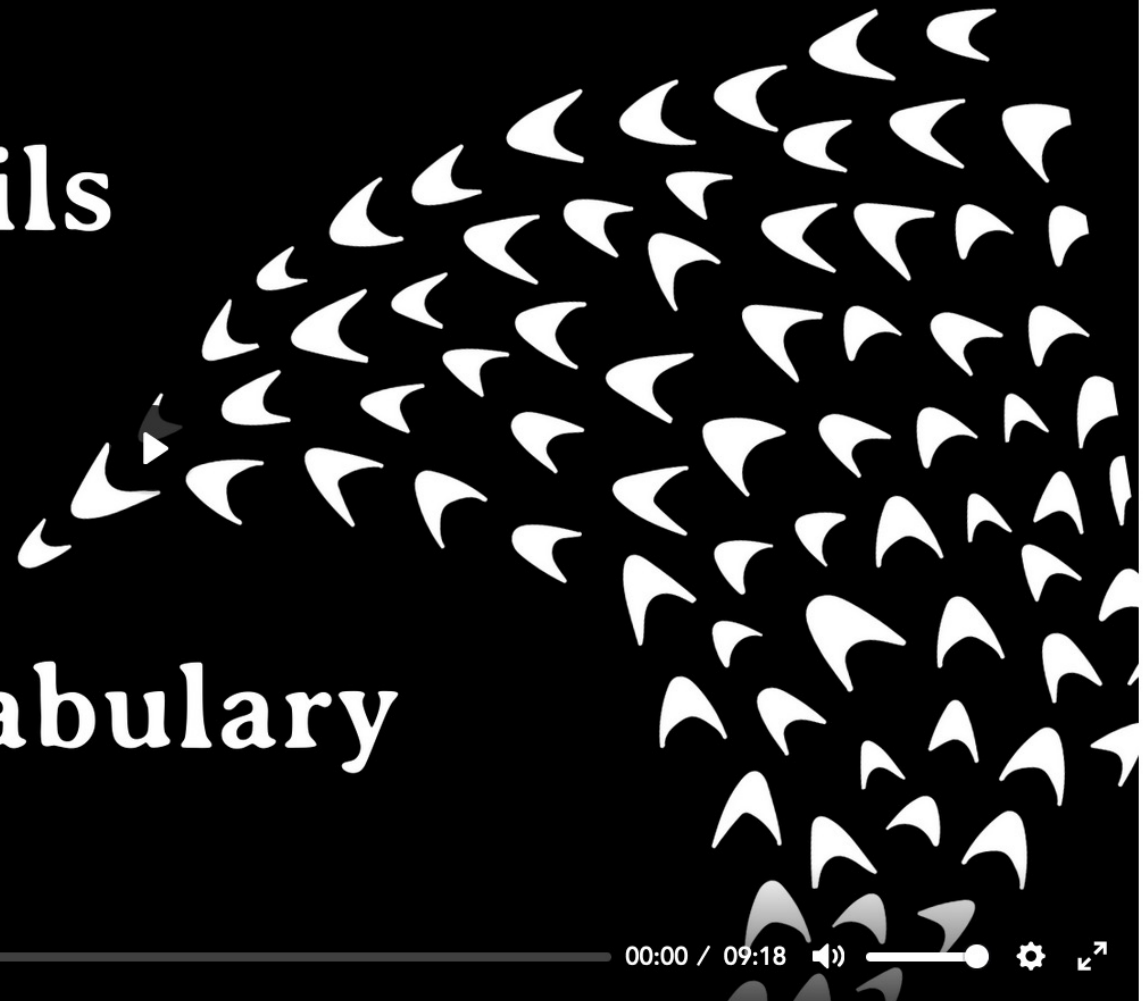
Etymology

Isosceles
Dinosaur
Incarnation
Migration




Helping pupils learn the curriculum through vocabulary

Mary Myatt




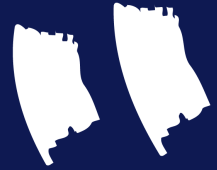
Examples from
Ofsted research
review
RE





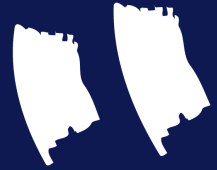
The curriculum should cover substantive content and concepts collectively (or 'collectively enough'), rather than covering excessive amounts of content superficially.





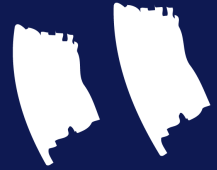
Pupils study certain areas of the RE curriculum in depth and acquire a range of detailed knowledge of different concepts and ideas, which they remember long term.





The curriculum is well sequenced to ensure that pupils learn the knowledge they need for later topics.

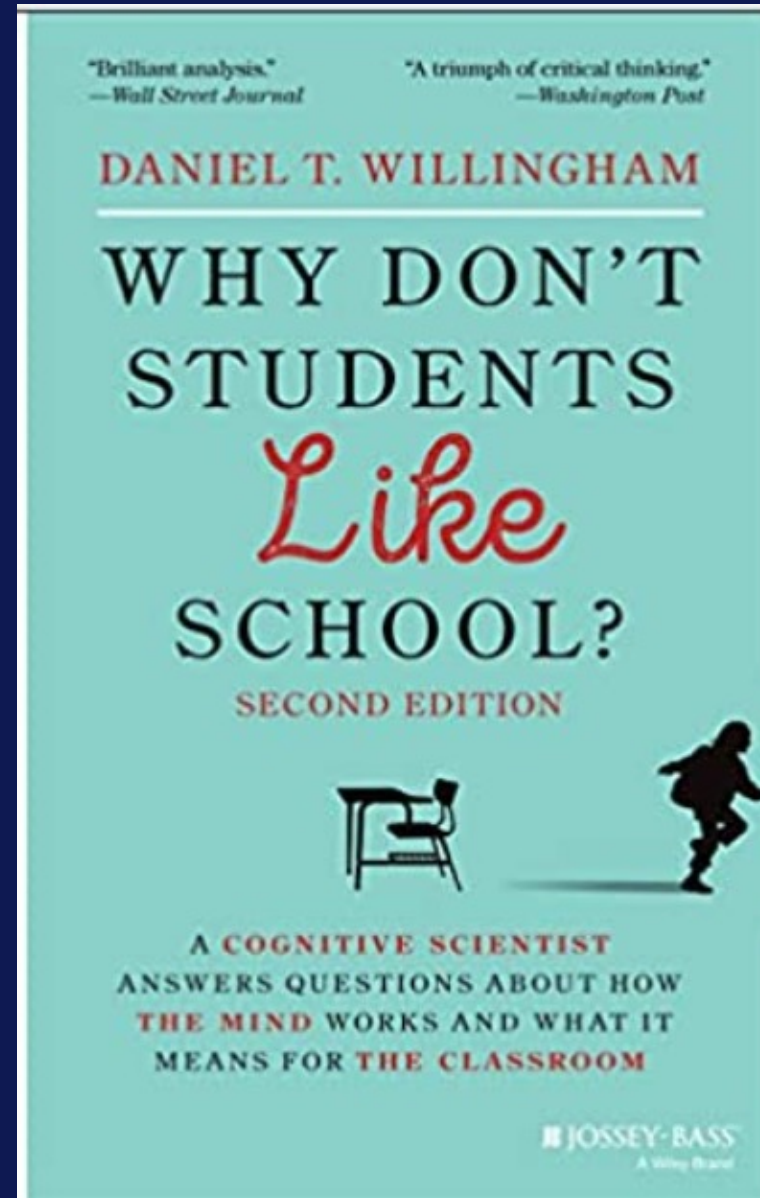


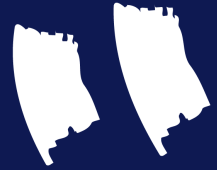


How the curriculum is taught and assessed focuses pupils' attention squarely on the knowledge they need to learn.



Daniel Willingham

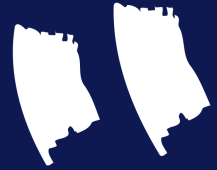




Our brains privilege story



Daniel T Willingham



Cognitive psychology has shown that the mind best understands facts when they are woven into a conceptual fabric, such as a **narrative**, mental map, or intuitive theory.

Disconnected facts in the mind are like unlinked pages on the Web: They might as well not exist.




Stephen Pinker


PROUST AND THE SQUID

**THE STORY
AND SCIENCE
OF THE
READING
BRAIN**





Human beings invented reading only a few thousand years ago. And with this invention, we rearranged the very organisation of our brain, which in turn expanded the ways we were able to think, which altered the intellectual evolution of our species



Marianne Wolfe

Work to do...





Reading deficit



Barriers

1



2



3


Enjoyable

Time

Evidence

Faster reading research

'Simply reading challenging, complex novels aloud and at a fast pace in each lesson repositioned 'poorer readers' as 'good' readers, giving them a more engaged uninterrupted reading experience over a sustained period.' onlinelibrary.wiley.com/doi/full/10.1111/1469-7610.12500 thanks for link [@stevewillshaw](https://twitter.com/stevewillshaw)



Literacy

'Just reading': the impact of a faster pace of reading narrati...
Poorer adolescent readers are often regarded by teachers as unable to read whole narratives and given short, simplified ...
onlinelibrary.wiley.com

9:17 PM · Jun 13, 2019 · [Twitter Web App](#)

||| [View Tweet activity](#)

395 Retweets **901** Likes

Two novels

12 weeks

365 Year 8s

All
students =
8.5 mths
progress

'Poorer'
readers
= 16
mths
progress

Just Reading - Secondary Project



Emily Vickers

00:01



32:33

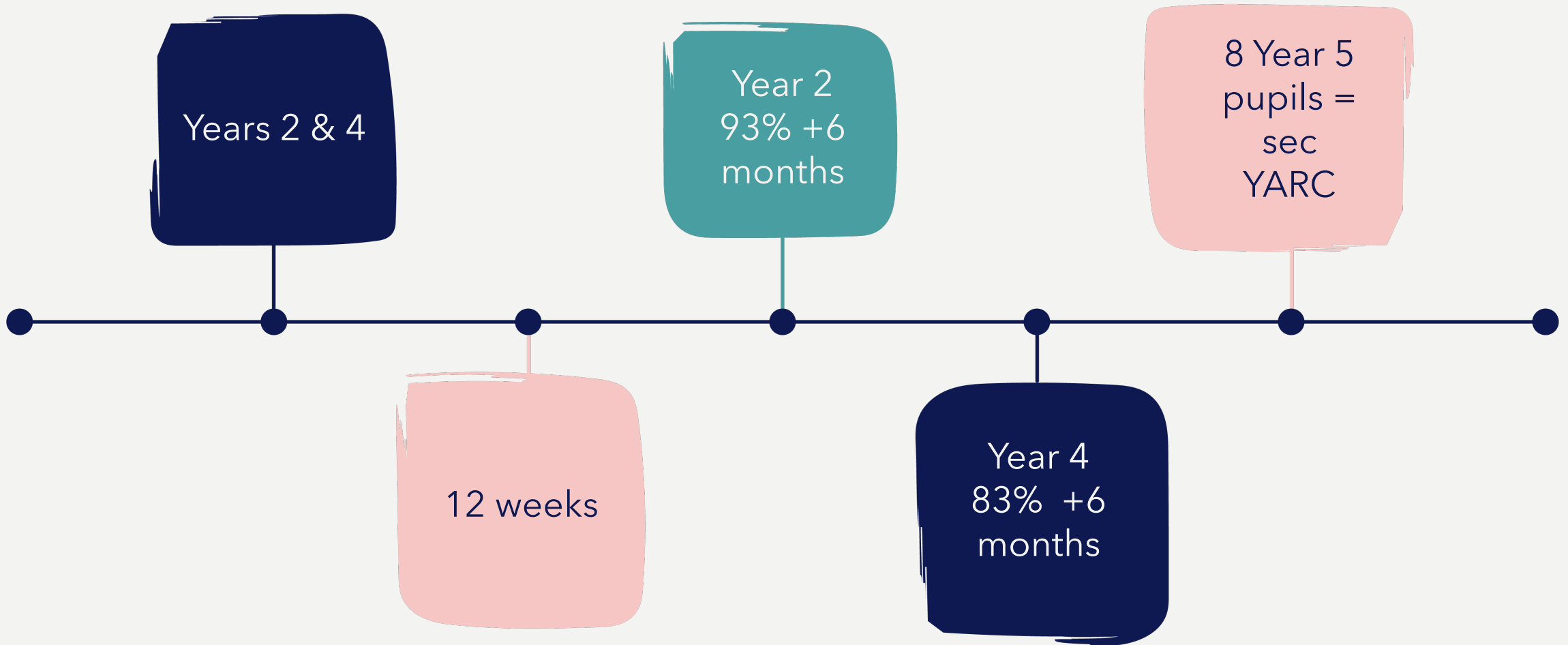




Just Reading Primary Project

Spotlight on Gloucester Road Nursery and Primary School





Just Reading Primary Project - part 1

Gayle Fletcher and
Lauren Haines



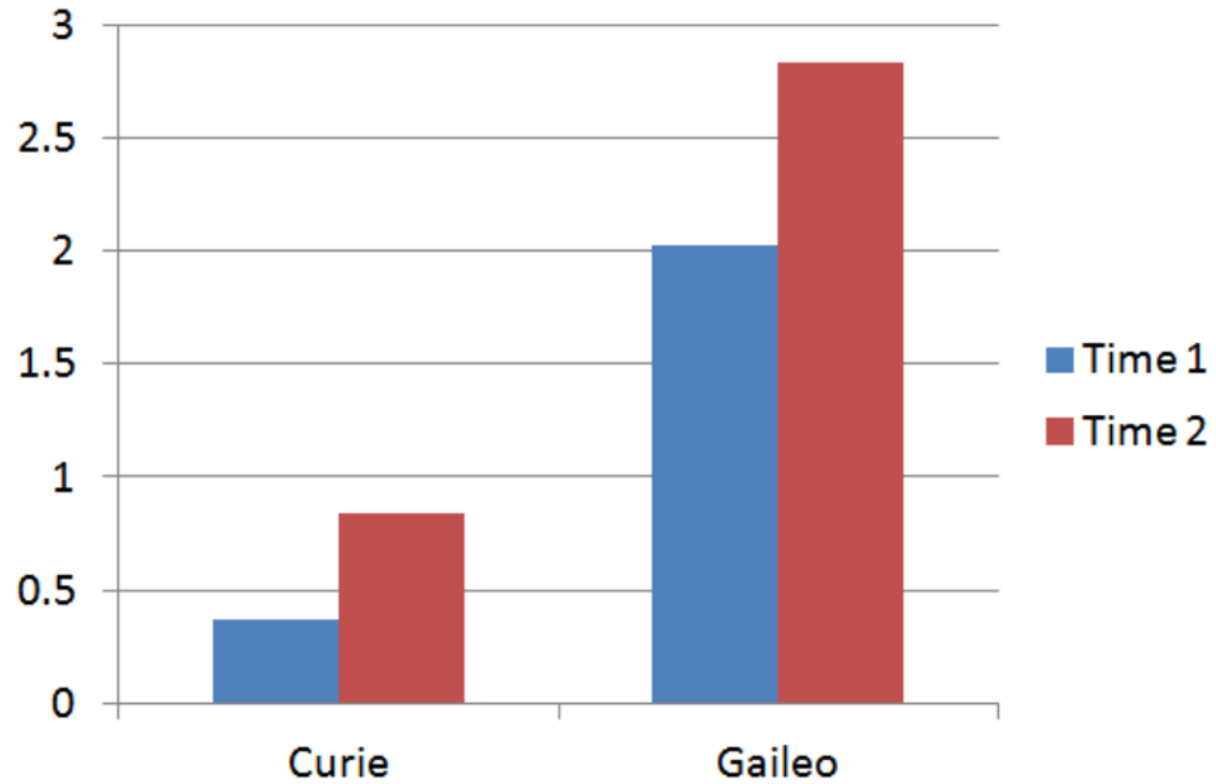
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DT Willingham: Arya & Maul 2012



Why stories matter

Big
picture



Complex
ideas

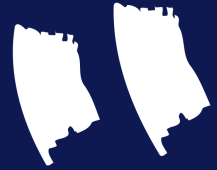


Enrich
vocab



Inclusive
for all



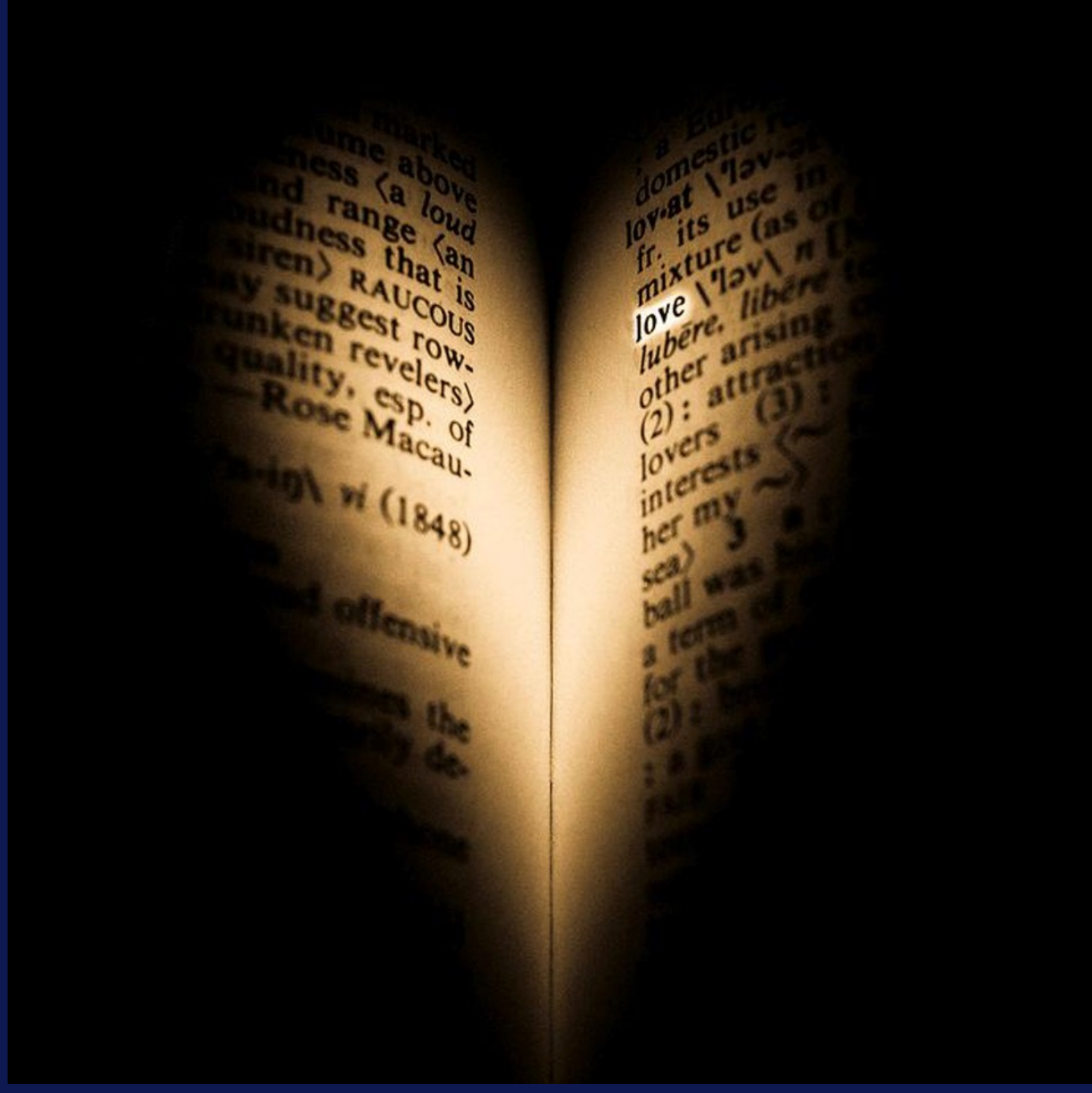


The text as the 'beating heart' of the lesson



Andy Tharby

Demanding work
please



Criteria



1



2



3

Visuals

1



2



3

Visuals

Tone

1



2

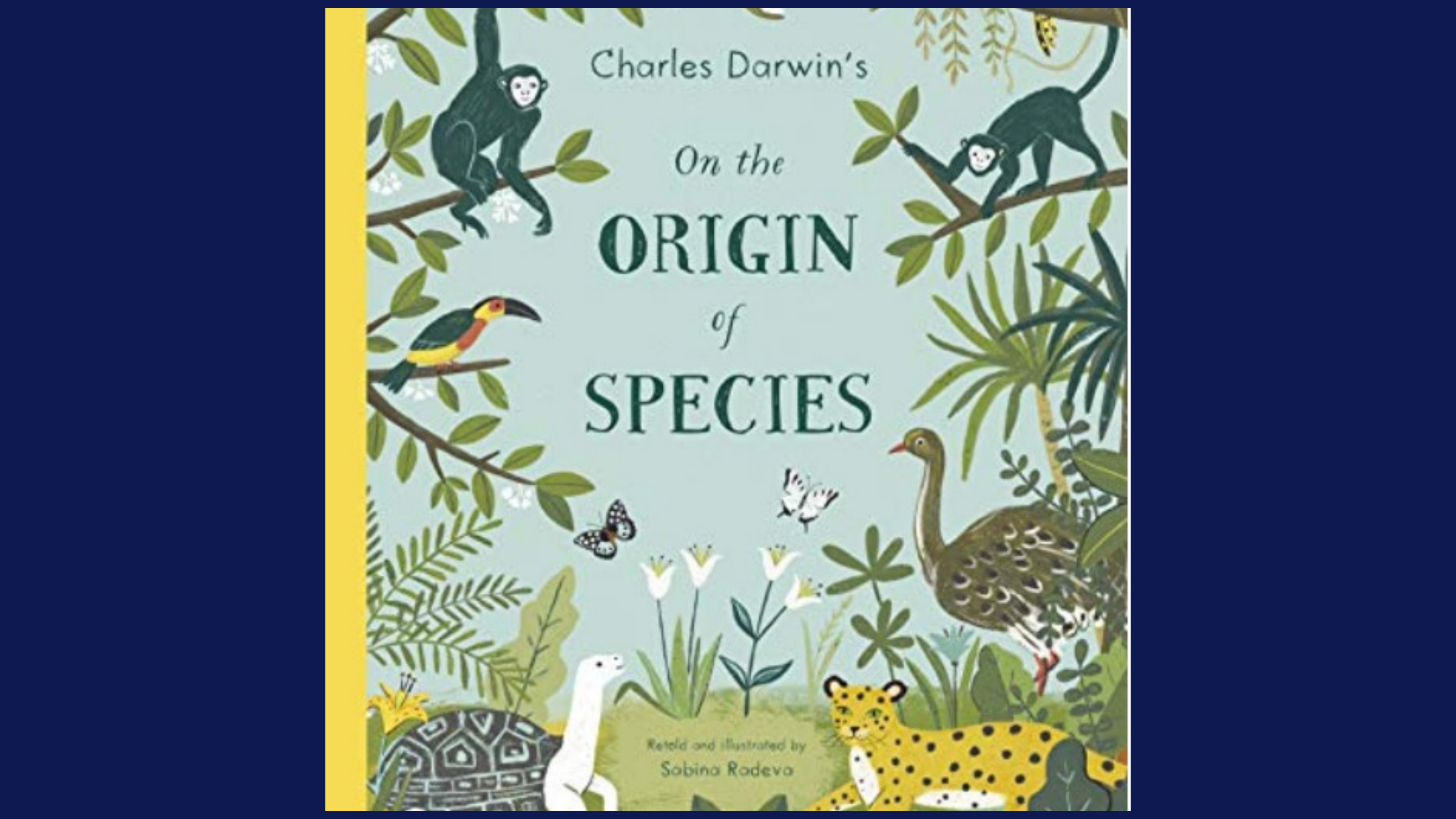


3

Visuals

Tone

Vocabulary

The book cover features a vibrant, stylized illustration of a jungle scene. At the top left, a dark green monkey hangs from a branch. To its right, another monkey is perched on a branch, holding a leaf. Below the first monkey, a colorful toucan with a large beak sits on a branch. In the center, a butterfly with black and white spots is shown in flight. To the right, a large, brown and white speckled ostrich stands in a grassy area. In the bottom left, a white llama-like creature is visible. In the bottom right, a yellow cheetah with black spots is lying down. The background is filled with various green plants, including ferns and palm trees. The title is centered in a mix of serif and sans-serif fonts. The author's name is at the top, and the reteller's name is at the bottom.

Charles Darwin's

On the
ORIGIN
of
SPECIES

Retold and illustrated by
Sabina Radeva



Fossils are evidence of extinct species – like dinosaurs, woolly mammoths and the Dodo bird – but there weren't many fossils to show species as they were changing. Darwin explained that this is because perfect conditions are needed for fossils to form, and those conditions are pretty rare.

Imperfections of the Geological Record



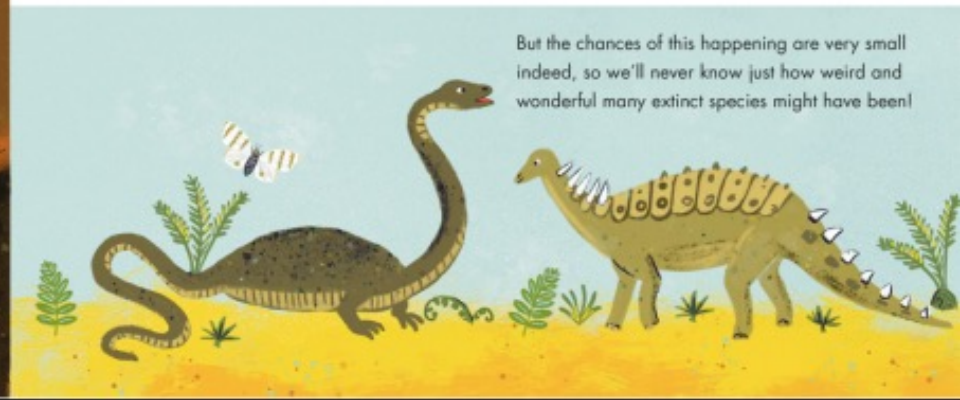
As rocks get bashed by the wind and sea, they break down into pieces called sediment.



When animals die and get covered in layers of sediment, like a blanket, they can be preserved in sedimentary rocks.



But the chances of this happening are very small indeed, so we'll never know just how weird and wonderful many extinct species might have been!



Misconceptions



Evolution explains the origin of life on Earth

No, this is a misconception (a mistaken belief). The theory of evolution does not explain how life on Earth started. Darwin's theory explains how species can change over time, and how new species are created from existing species, by the process of Natural Selection.



Evolution proves that we evolved from monkeys

No, humans did not evolve from monkeys as we know them now. All primates shared a common ancestor some 25 to 30 million years ago, and both monkeys and humans evolved from this animal in lots of different ways, until we became the species we are today. Modern primates, like monkeys and apes, are more like cousins. You are descended from your parents but you are only related to your cousins.

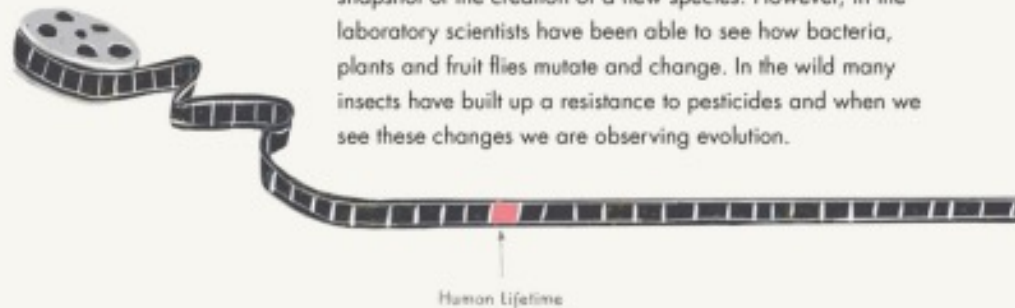
Evolution is when one kind of animal gives birth to another kind of animal

No, an individual animal can never give birth to a completely new kind, or new species of animal. For example, a cat will never give birth to a dog. Instead, young animals are born with small differences, and after many generations the species gradually changes.



You can't see evolution happening

You can sort of, but evolution is a very slow process that takes thousands of years. In a human lifetime we can only see a snapshot of the creation of a new species. However, in the laboratory scientists have been able to see how bacteria, plants and fruit flies mutate and change. In the wild many insects have built up a resistance to pesticides and when we see these changes we are observing evolution.



Evolution and inheritance

Pupils should be taught to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.

Key question: how does this unit build on prior knowledge and where might it lead?

This unit builds on strands from KS1 eg Pupils might keep records of how plants have changed over time, for example, the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants; KS2 describe in simple terms how fossils are formed when things that have lived are trapped within rock

Draft planning unit

<p>What are the key concepts for this unit?</p> <p>Evolution Organism Sediment Theory Fossil Species Natural selection Extinct Genus</p>	<p>How will we introduce it?</p> <p>Charles Darwin's on the origin of species retold and illustrated by Sabina Radeva</p>
<p>Is it worth summarising what we want pupils to know on a knowledge organiser? If so what should be included?</p>	<p>How are we going to take pupils through this unit?</p> <p>Read the story several times Take responses Opportunities for research</p>
<p>How will we know if our children have learnt what we have taught them?</p> <p>Low stakes quizzes, talk, extended writing, double pages spreads</p>	

Draft knowledge organiser

Evolution and inheritance

*Charles Darwin's on the origin of species
retold and illustrated by Sabina Radeva*

Evolution	Evolution is the theory that all the kinds of living things that exist today developed from earlier types. The differences between them resulted from changes that happened over many years. The simplest forms of life arose at least 3.5 billion years ago. Over time they evolved into the millions of species, or types, of living things alive today
Organism	An individual living thing, such as a plant, an animal, or a germ.
Sediment	Material deposited by water, wind, or ice
Theory	A reasonable, widely accepted explanation for why something happens
Fossil	The remains or trace of a living animal or plant from a long time ago. Fossils are found embedded in earth or rock
Species	Closely related plants and animals A class of individuals having common attributes and designated by a common name
Genus	A large group of different but closely related plants and animals. family. <i>Eg dogs and wolves are different species but belong to the same genus.</i>
Natural selection	A natural process of evolution in which the organisms that are best adapted to their environment survive and are able to reproduce, while those that are weak leave fewer or no offspring.
Extinct	No longer existing <i>Dinosaurs have been extinct for millions of years.</i>

Darwin very much enjoyed observing and collecting insects. Test your skills at being a naturalist by using the insect chart on the end pages to find and identify some of the beetle and butterfly species inside the book.





Darwin travelled the globe on board the HMS *Beagle*, visiting wondrous lands, studying animals and collecting fossils. Many things excited and amazed him on his adventures, and he wrote them all down as accurately as he could.

Fascinating!
A butterfly that
makes sounds.

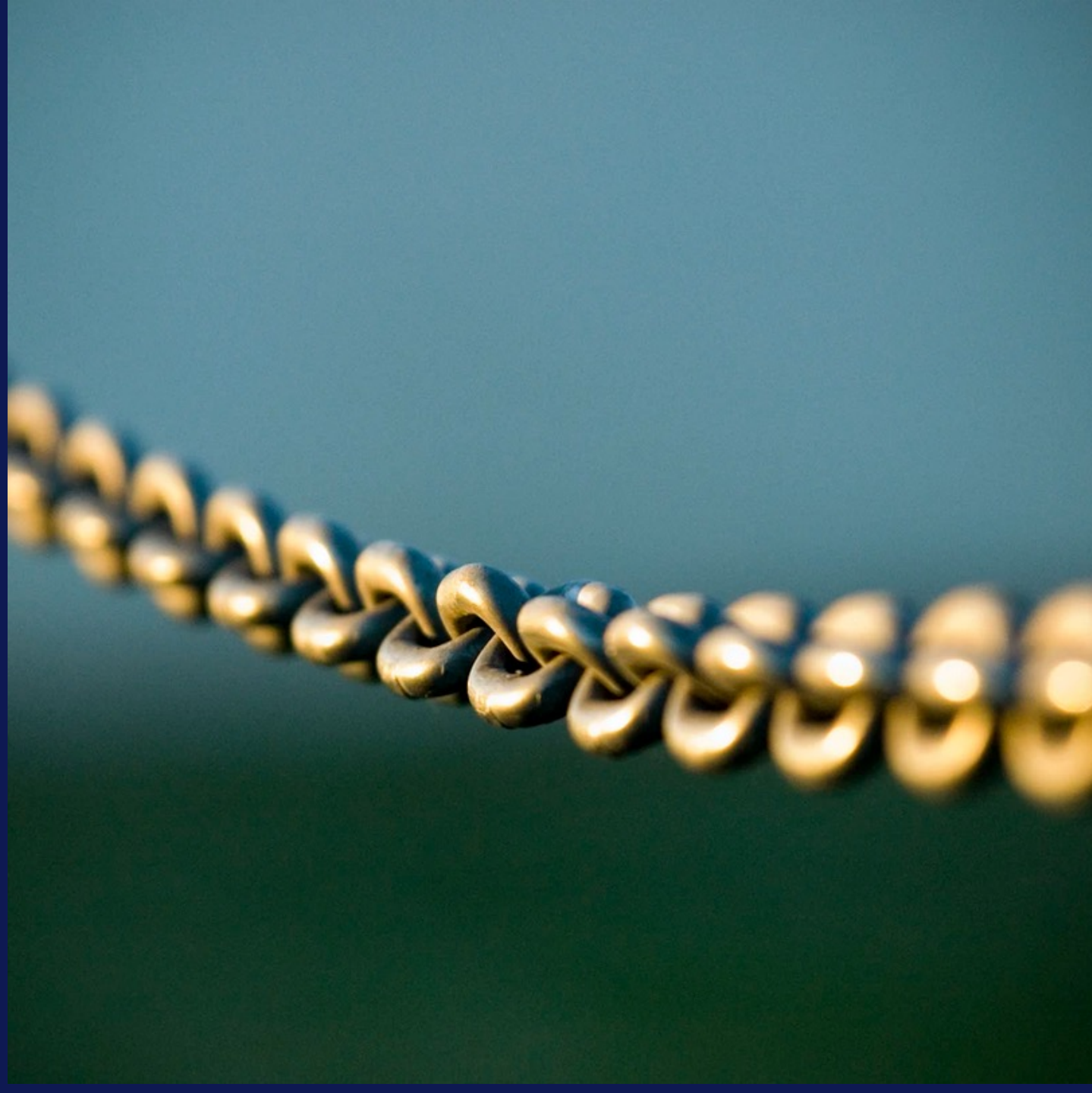
click

Rhea Darwinii

HMS Beagle

Fossils

Links



Copyrighted Material
Isabel Thomas

Daniel Egnéus

Moth



An Evolution Story

Copyrighted Material

What an
adventure!

What Mr Darwin Saw

by Mick Manning and Brita Granström



KS2 Science

Additional information

[Charles Darwin's on the Origin of Species retold and illustrated by Sabina Radeva](#)

[Georges-Louis Leclerc de Buffon](#)

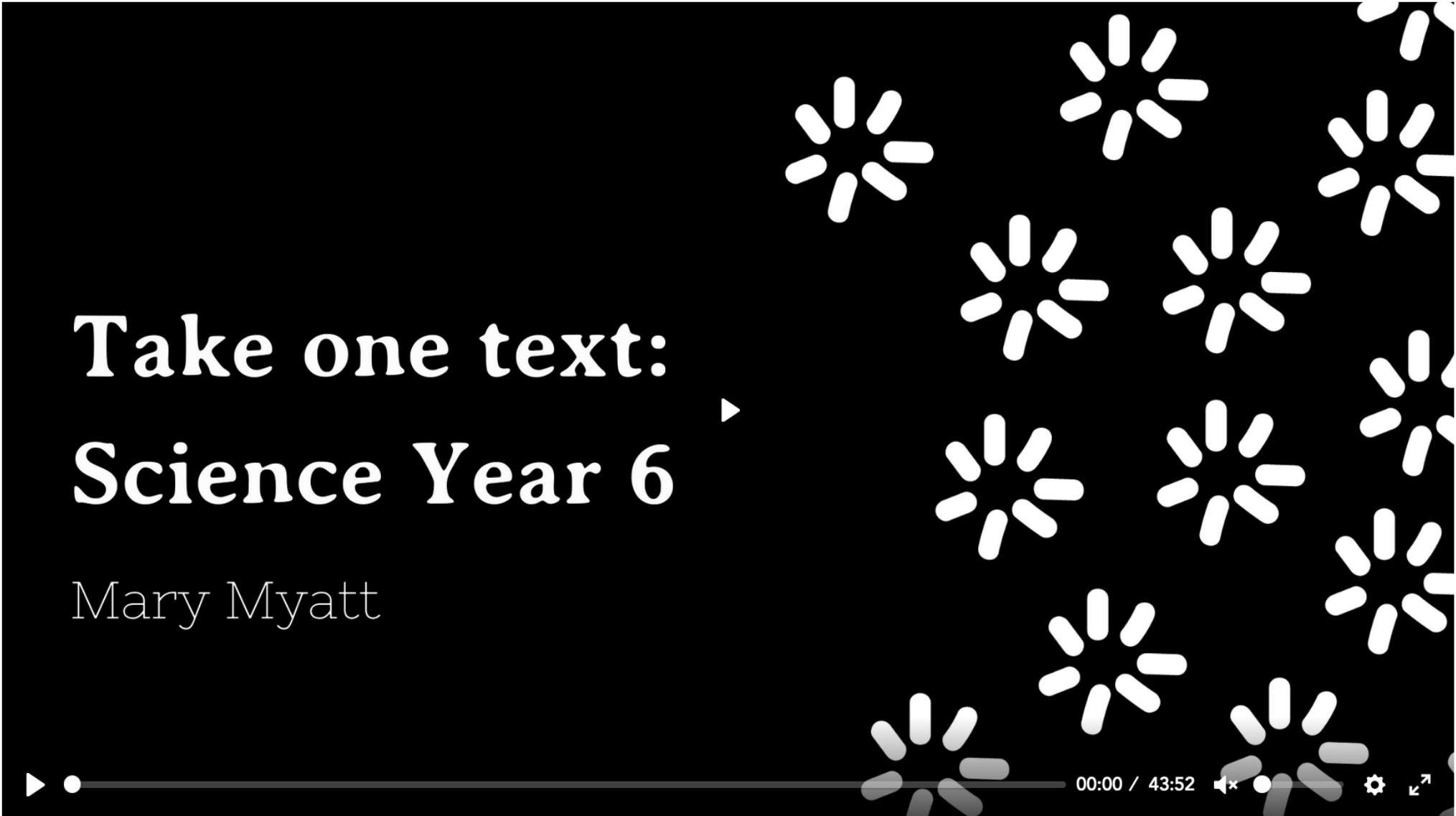
[Jean-Baptiste Lamarck](#)

[Alfred Russel Wallace](#)

[Mary Anning](#)

[What Mr Darwin Saw](#) Mick Manning and Brita Granstrom

[Moths: An Evolution Story](#) Isabel Thomas



Spring

There's no doubt, spring is here: the cherry trees are covered in blossoms. If the soil is warm enough, you can plant beans.

Beans are vines, or climb as they grow, their stem and curl. Plant and Rod planted stakes deep into the soil. The beans will wrap around for support as they grow.

POLLINATION

For a flower to make fruit, it must be pollinated. A grain of pollen released by the stamens must reach the pistil of a flower. Pollination can be done by the wind, the rain, birds, and bees. In some flowers, bees are attracted by the use of nectar. In other flowers, bees are attracted by the use of nectar. In other flowers, bees are attracted by the use of nectar.



In the summertime, a hive can house 20,000 bees.



INSIDE A FLOWER



Cherry blossom

A flower is a plant's reproductive organ. After pollination, the flower becomes a fruit containing many seeds.

In May, you can start harvesting red rhubarb stalks to make jam. But never eat rhubarb leaves! They're poisonous. You should not even put them in the compost bin.

By putting them in water, though, you can make an excellent natural aphid repellent.



Rhubarb



Scotch broom



Hesperis

Take care to protect strawberry plants from pests. Spreading wood ash around them keeps slugs and snails away, and covering them with nets discourages birds.

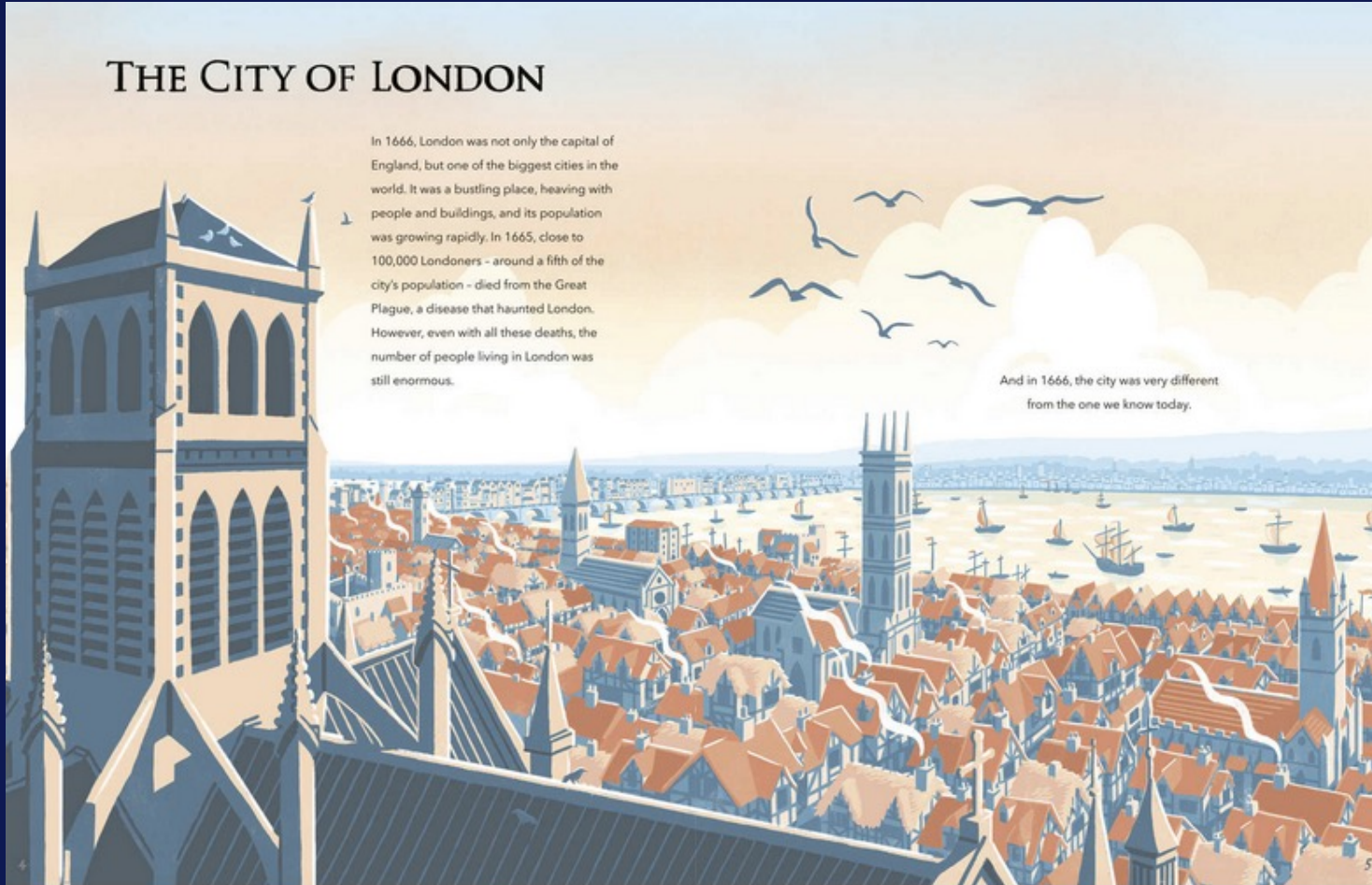




THE CITY OF LONDON

In 1666, London was not only the capital of England, but one of the biggest cities in the world. It was a bustling place, heaving with people and buildings, and its population was growing rapidly. In 1665, close to 100,000 Londoners - around a fifth of the city's population - died from the Great Plague, a disease that haunted London. However, even with all these deaths, the number of people living in London was still enormous.

And in 1666, the city was very different from the one we know today.

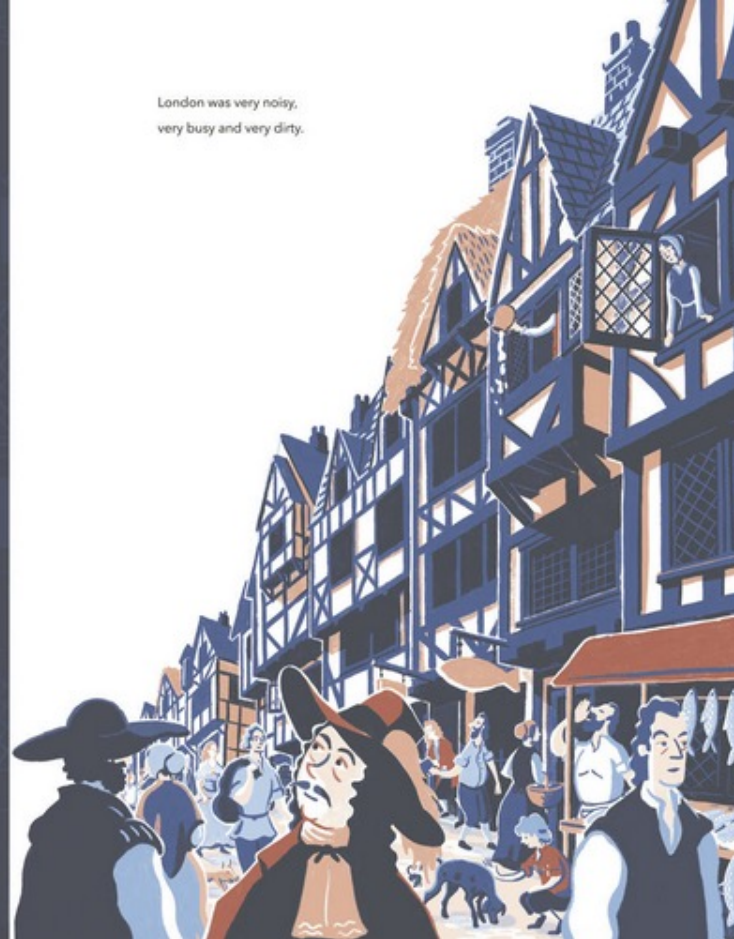


Buildings were mostly made from wood, straw and a tar-like substance called pitch, which protected the wood from water damage. However, the pitch also caught fire easily ...

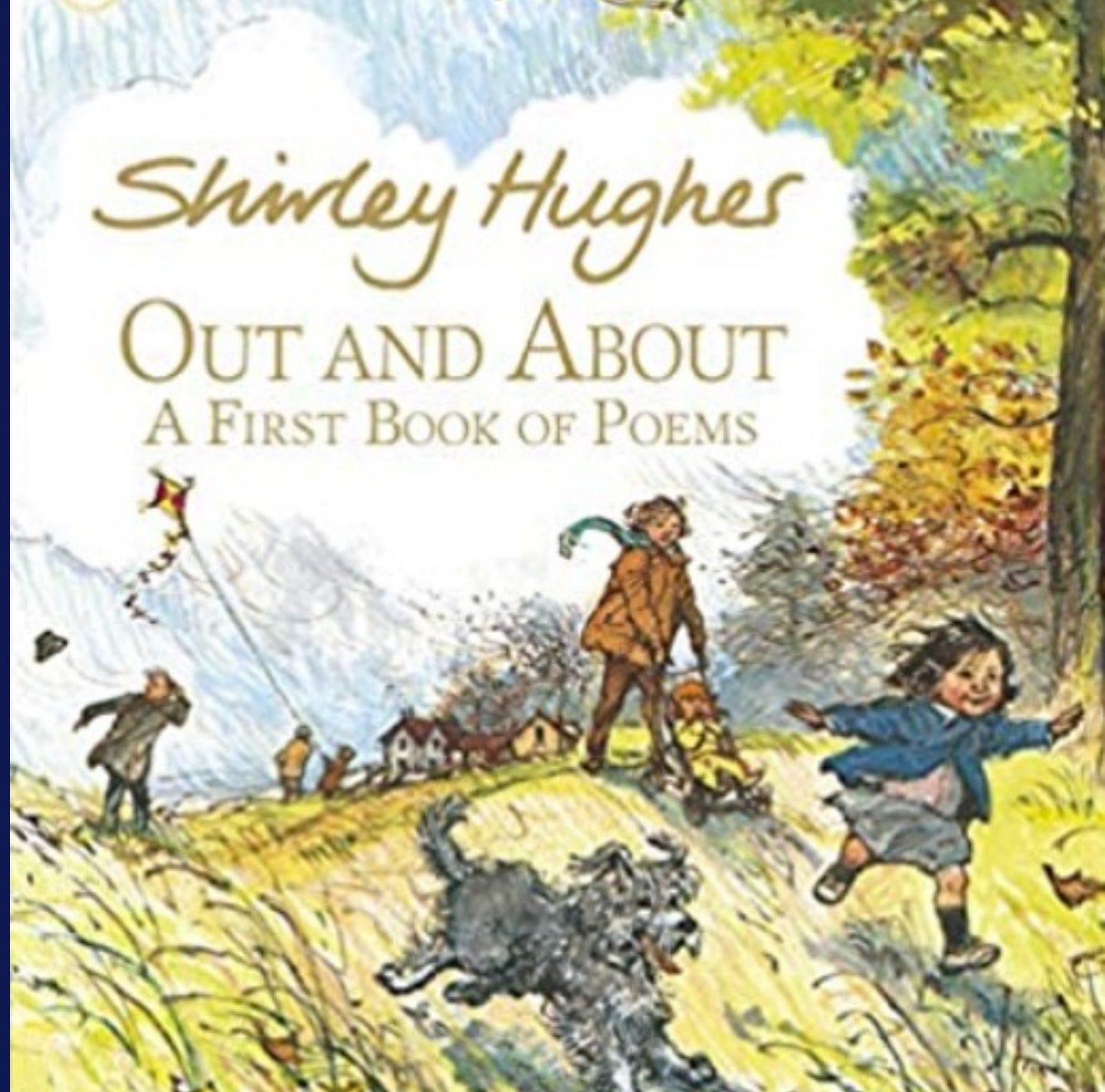
In the poorest parts of London, the buildings were so close together that neighbours could lean out of their own home and touch the house opposite. And the smell! Horse-drawn carts and carriages were pulled along the cobbled streets, and animal mess mixed with the waste from houses. There were few street sweepers, and no sewer systems to keep the city clean.



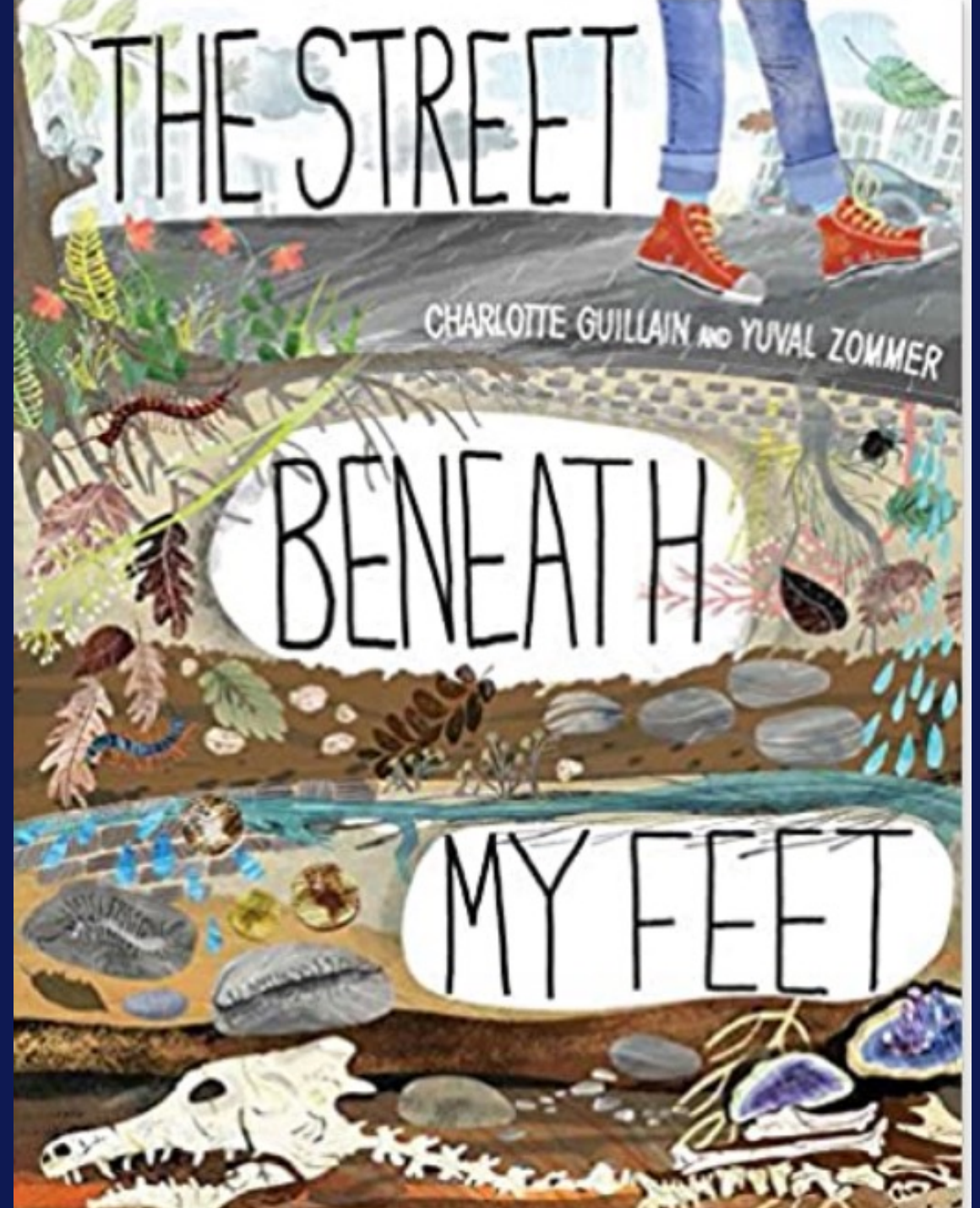
London was very noisy, very busy and very dirty.



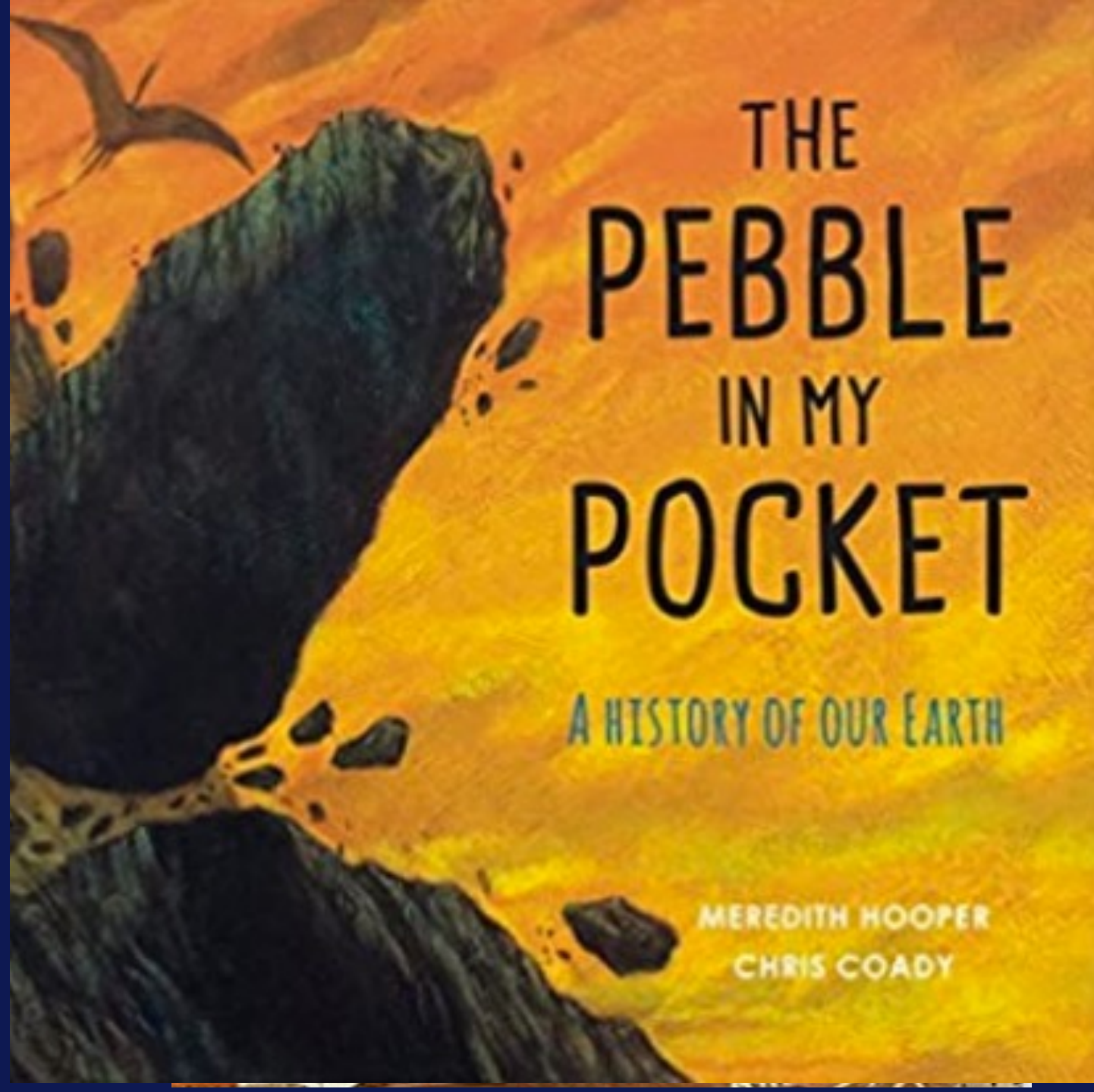
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Key Stage 1

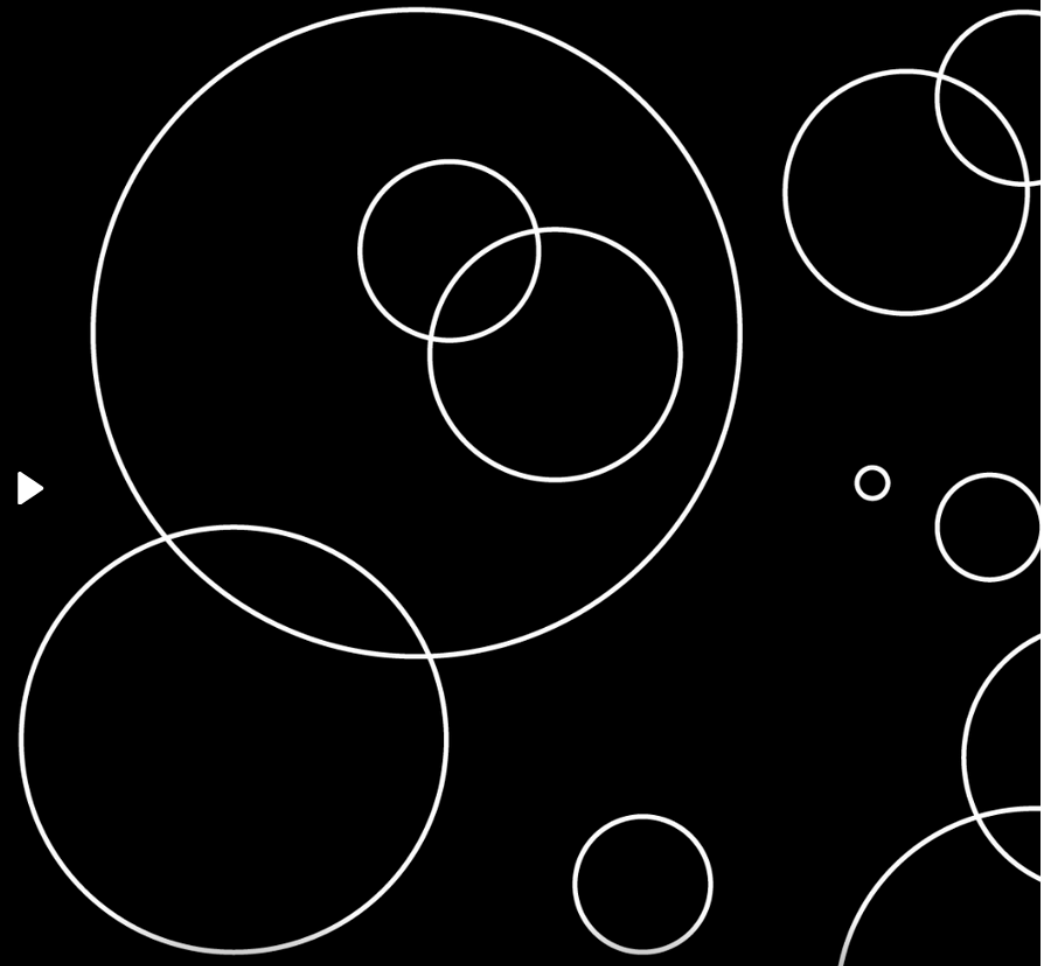


Key Stage 2



Stories in Primary Geography

Mary Myatt



00:00 / 52:04



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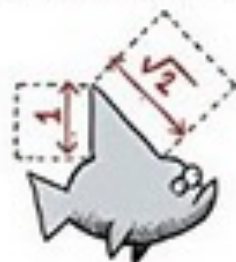
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RICHARD HOLLOWAY

A LITTLE
HISTORY



RELIGION



E. H. GOMBRICH

THE
STORY
OF
ART

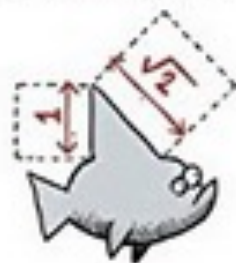
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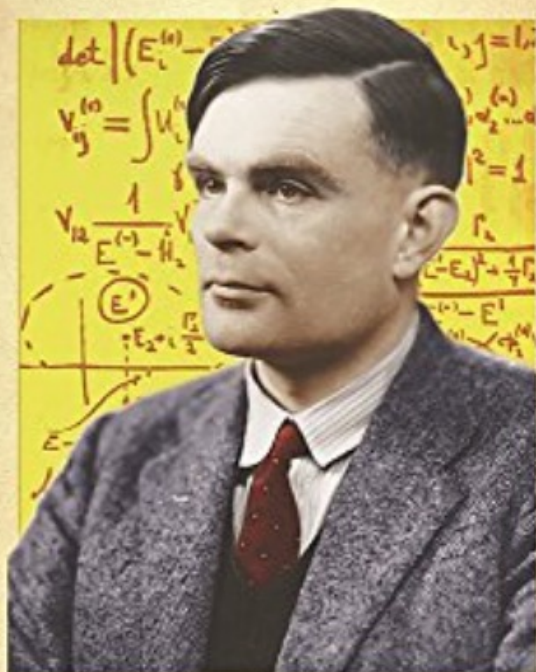
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Kassia St Clair

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ALAN TURING AND THE
INVENTION OF THE COMPUTER

DAVID LEAVITT



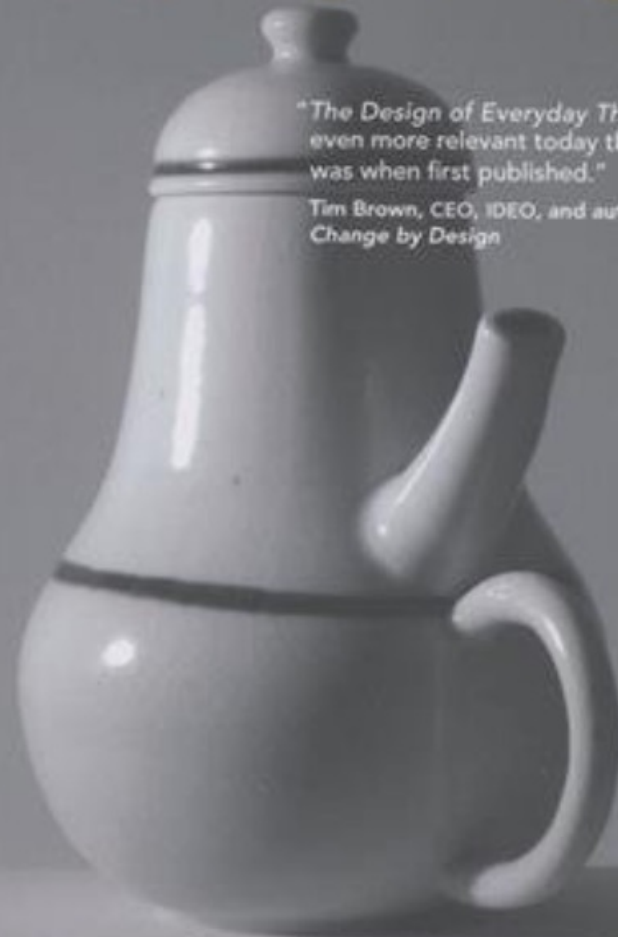
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The Great Fire of London: Anniversary Edition

by Emma Adams & James Weston Lewis
illustrator

History Year Group 1 Key Stage 1



In 1666, London's citizens woke to see the skyline above their city's cramped wooden houses ablaze. Illustrated by James Weston Lewis, the events of November 1666 come to life, from the single smouldering coal that falls out of the baker's oven to the swirling clouds of ash that engulfed the city. As the pages turn, pupils witness London burning to the ground and then rebuilding.

Programme of Study

KS1 programme of study

Pupils should be taught about:

– events beyond living memory that are significant nationally or globally for example, the Great Fire of London

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On the Origin of Species

by Sabina Radeva

Science Key Stage 2



For most of history, people believed that everything in the world was created at once. But scientists started to challenge that idea and in 1859 Charles Darwin, a naturalist and biologist, wrote *On the Origin of Species* that revolutionised the way that we have understood evolution ever since.

Scientist and illustrator Sabina Radeva has recreated Darwin's most famous work with lovely pictures to help pupils learn about evolution. The book draws on Darwin's observations from his travels around the world and his explanation of how species form, develop, and change over hundreds of thousands of years.

Programme of Study

Year 6 programme of study
Evolution and inheritance

Pupils should be taught to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.

[Read more on POS website](#)

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A Walk in London

by Salvatore Rubbino

Geography Year Group 1 Key Stage 1



A young girl and her mother spend the day in London. They board a red bus and take a tour of some of London's landmarks: Trafalgar Square, St Paul's Cathedral, the Tower of London and Buckingham Palace.

Programme of Study

Key Stage 1 programme of study
Locational knowledge

Pupils should be taught to:

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

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Resources

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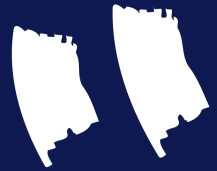
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Long-term learning



Reading aloud is gap narrowing



David Didau

Why stories matter

Big
picture



Complex
ideas



Enrich
vocab



Inclusive
for all



What adds greatest value?





A never-ending
story



The use of story
in the
curriculum



Flourishing for
every child



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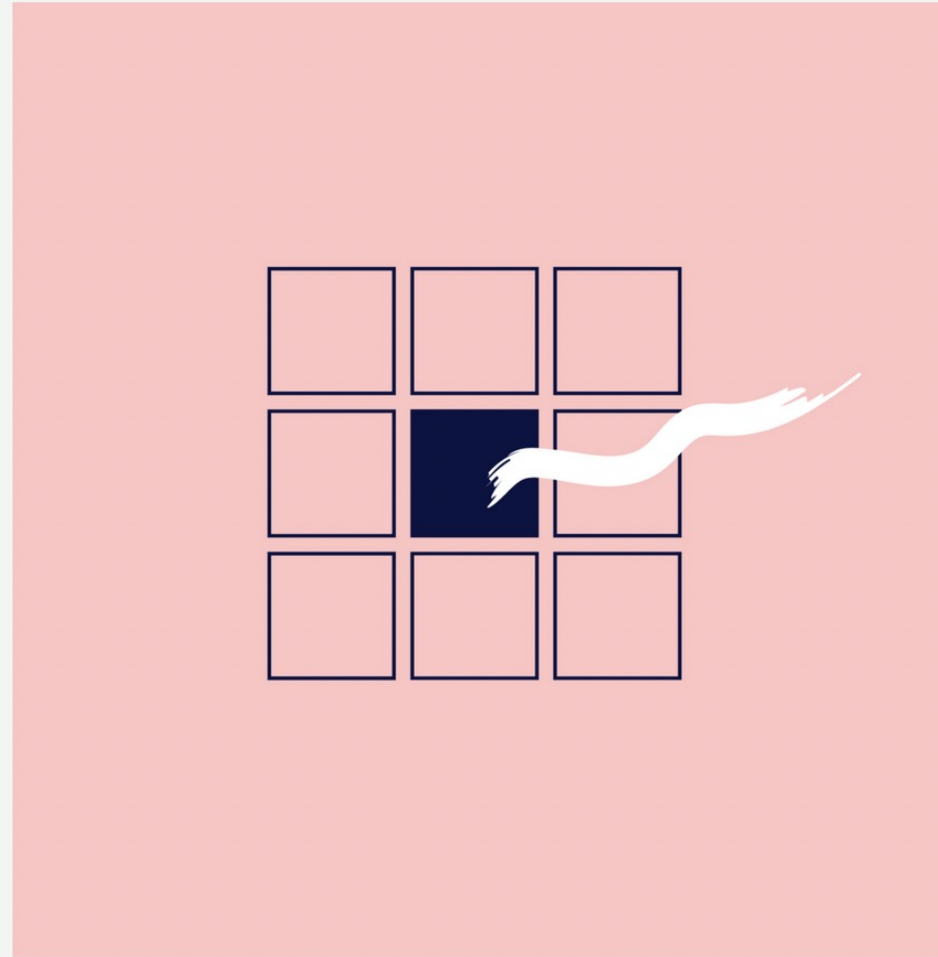
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Long-term learning

Subject Links

If you are looking for an overview of individual subjects in the national curriculum you can find some helpful commentary here.



[Subject Links](#)



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