

Curriculum Vision Statement



The Bigger Picture

'International education comparisons based on narrow skills will become increasingly meaningless. We need to champion a new kind of learning; one which values teamwork, creativity and the diversity of opinion held within our classrooms. We need to educate our children to think more critically, more ethically and become more geo-politically aware.' (Global Challenges Insight Report: The Future of Jobs 2017)

At Princess May, we recognise the circumstances facing us represent a unique configuration of challenges, which makes it essential we are proactively changing the world through learning. Employers are calling for education to expand its focus beyond the traditional cognitive domain. A recent survey by PwC indicates the need for schools to increasingly emphasise teamwork, resilience, creativity and mindset. Additionally, a report by the OECD Education in 2018 highlighted the fact that employers are increasingly preferring to focus on soft skills as part of their recruitment processes.

Alongside the need to ensure our education system is preparing children for the future, sits the desire to make our world a better place. You can't have a good education system in a bad world. Key findings from the Varkey Foundation Generation Z report shows that young people in the United Kingdom have amongst



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We've had some great experiences this week! On Tuesday, we took to the skies with @EmiratesAirLDN, visited @thecrystalorg to learn about sustainable energy and took a boat trip down the Thames!



Sky Zero
@SkyZeroOfficial

"If you could speak to sea creatures, what would you ask?" from Ramsha @PrimaryMay, to which @annabotting responded, "do you feel fear?" and @nektionmission scientists responded, "who are your friends and where do you go?" and "how can we make your lives better?" 🐟🌊



the lowest levels of physical and emotional well-being in the world and are amongst the

least likely to think it is important to contribute to wider society. Importantly however, young people want schools to provide the skills to help them make a bigger difference and have faith in education to create a better world.

This calls for us to think about our curriculum differently. If we want learners who can thrive in turbulent and complex times, apply thinking to new situations and change the world then we must re-imagine learning: what's important to be learnt, how learning is fostered, where learning happens and how we measure success. We want our children to understand and be present in the world.

Responding to the Bigger Picture

Our Global curriculum is underpinned by education for global citizenship. We believe that learners are entitled to an education that equips them with the knowledge, skills and values they need to embrace the opportunities and challenges they encounter; creating a future that they want to live in. Learning is brought to life through current contexts that connects to our children's lives - who they are, how they fit into the world and how they contribute back.



The Farm Project CIC
@TheFarmOrganic

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Egg grading & feeding the pigs with [@princessmay6](#). No rest for busy farmers.



Our curriculum connects to real life, promotes thinking as a global citizen and develops character skills for young people to make meaningful contributions to society. Even very young children are trying to make sense of a world marked by division, conflict, environmental change and extreme inequality and poverty. It is designed to enable children to make deep connections between learning and understanding the world that they live in, leading to children connecting taught knowledge and skills with agency and purpose.

Therefore, we ensure learning is 'deep' rather than shallow. Deep learning requires planning for and modelling behaviours and actions associated with:

- deeper thinking
- deeper purpose
- active and collaborative engagement so that children meet the world but are not at the centre of it. (Please refer to the visual below)

Progressive Curriculum	Knowledge Curriculum	Expansive Curriculum
Core purpose: to unlock potential	Core purpose: to develop competence	Core purpose: to contribute meaningfully
Priorities personalised learning and freedom to express ideas	Priorities coverage, sequential learning to an 'outcome'	Priorities sense making, construction of meaning and connection with others
Likes flexibility, cross curricular learning and freedom to follow pupils' personal interests	Likes structure, subject based learning, textbooks and schemes designed as a road map to success ('what' and 'how')	Likes to challenge perceptions, to 'interrupt' thinking and opportunities to connect learning with reason (they 'why')
Learners are active	Learners are objects	Learners are connected
Learning expressed as freedom to express personal desires and choice	Learning expressed as an outcome of an education pathway	Learning expressed through change: contributions made in a complex world
Teacher as facilitator (Egocentric focus)	Teacher in control (Authoritarian focus)	Teacher prepares pupils to 'meet the world' (Triple focus)
Teaching for focus	Teaching for outcomes	Teaching for depth
Teaching requires independence	Teaching requires compliance	Teaching requires trust
Assessment is ipsative: enabling pupils to express talents and reach potential linked to interests and goals	Assessment is summative: enabling teachers to measure clean outcomes and pupils to achieve targets	Assessment is expansive: teachers and pupils affect change in knowledge behaviours, actions and beliefs.

We see our curriculum as a vehicle for connecting with the bigger cause. This means we enable children to form meaningful relationships with their learning, see patterns and apply skills into a context where learning can make a difference. Children see that their learning has human significance. They understand that their global learning is relevant to future decisions and the active contribution they can make to the world. Our aim is to teach our children how to live, as well as how to learn with collaboration being at the heart of our design for learning. Therefore, the importance of curriculum design for providing opportunities to connect learning with the world is imperative. Deep learners connect what they learn with a bigger cause.

Curriculum Intent



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At Princess May, our Curriculum has a balanced approach. Knowledge and skills are intertwined, sequenced and are mutually beneficial. Research indicates that children become more proficient learners when they develop metacognitive and cognitive strategies, such as being able to retrieve and connect their knowledge (Muijs, 2020; Brown, Roediger and McDaniel, 2014). Likewise, when children develop the skill of reading, they can access and build a wider knowledge base.

Our curriculum recognises substantive and disciplinary knowledge are intrinsically linked and interdependent. Our carefully chosen content places core knowledge and skills at the heart of each curriculum subject. The knowledge and skills are cumulative and constructs firm foundations from EYFS which children can build conceptual understanding over time.



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How exciting! The Nursery children have been harvesting their own home-grown beans. We are looking forward to tasting them!



Key conceptual knowledge is mapped and sequenced in

termly overviews, medium term planning and through the knowledge organisers. Core knowledge and skills are drawn from the National Curriculum, and within discrete subjects, categories of knowledge are identified to ensure broad coverage and progression across each year group. The subjects are sequenced carefully to ensure that all children receive their full entitlement to our ambitious curriculum content.

Through the whole curriculum knowledge is layered sequential to ensure successful acquisition. The curriculum is sequenced and progressive so that children can systematically accumulate knowledge which becomes embedded in their long-term memory. This approach enables pupils to make meaningful connections in their learning.

Our curriculum is designed to narrow the gaps for disadvantaged children. The promotion of strong oracy skills is a priority for our children, as many enter school with limited vocabulary and practice in speaking. This focus runs throughout our curriculum, because children must be able to talk about what they have learned in a knowledgeable and articulate way.

Reading, which we link closely to our focus on oracy skill development, is the gateway to pupils learning. To ensure all our pupils are able to access the full curriculum, we therefore place a strong focus on oracy, early reading and vocabulary development right from the start.

Conscious of the need to broaden our pupils' life experiences and to raise their aspirations, we introduce them to a wealth of local, national and international cultural experiences. This deliberate focus on cultural capital helps our pupils to engender an appreciation of human creativity and achievement; widening their horizons and building the confidence they need for the next phase in their education.

Thank you very much to Councillor Bramble (Deputy Mayor) for visiting us and taking part in a Q&A at our School Council. It was really inspirational for our children and we now look forward to Councillor Bramble's kind offer to visit Hackney town hall!

[@AnntoinetteBra1](#)



Curriculum Implementation

At Princess May Primary School, we provide pupils with a global curriculum based on knowledge and skills that is relevant for the 21st century. These skills are critically important for future success. We believe that global learning helps pupils make sense of the increasingly complex and rapidly changing world in which they live. Our curriculum enables pupils to think critically about world issues and to develop an awareness of the impact our own actions can have on others.

World Leaders have committed to the Sustainable Development Goals. They consist of 17 goals to achieve 3 extraordinary things by 2030: **to end extreme poverty, fight inequality and injustice, and tackle climate change.**

The 17 Global Goals underpin everything Princess May stands for and what we do. As a school and community, we have become Changemakers! We could see that each one of the school community individually and collectively could make a difference.

The 17 Global Goals that children are exposed to across all year groups are:



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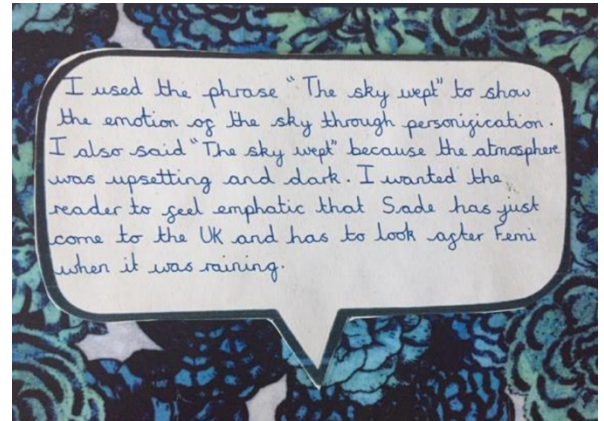
@AFCCCommunity Thank you so much! You have been brilliant working with our school and our community! We had an excellent day yesterday with our special guests @AlexScott and @SkyOceanRescue learning all about the consequences of plastic pollution! @GoodNews_Schls



These seventeen global goals are broken down into knowledge and understanding, skills, and attitudes. They are explored through all areas of the curriculum and across the subject disciplines.

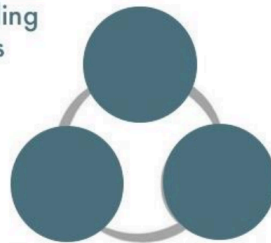
In order to achieve depth of thinking and learning we plan for children to focus on two goals per term (1 per term for EYFS and KS1). Across each year a number of high-quality core texts are used to bring the themes to life for our children and to promote a connectedness with the learning. **Please see our core texts overview.**

We ensure that our curriculum promotes learning for both their cognitive domain and affective domain (see visual below). Through our knowledge, understanding and skills we aim to develop our children's cognitive capacity including application, synthesising and evaluating. Equal focus is given to the affective domain through our focus on values, motivations and attitudes towards learning. The values, motivations and attitudes need to be modelled and taught explicitly alongside curriculum content. We share, celebrate and pay attention to the specific learning dispositions that need to be nurtured and developed within our children.



The Domains of Learning

Cognitive domain:
development of intellectual
skills and concepts leading
to application, synthesis
and evaluation



Affective domain: values,
motivations, attitudes leading
to ownership (internalisation)

Psychomotor domain:
connecting physical processes
with reasoning. Progresses
from repetition of manual tasks
to adapting skills to new tasks

The **17 Global Goals** outlined above are explored through all areas of the curriculum and across the subject disciplines.

Our Global curriculum is organised into three broad themes: **Discover, Explore and Create**. Discover is taught in the Autumn term, Explore is taught in the Spring term and Create is taught in the Summer term.

Discover (History focus)

This theme will fire pupils' curiosity to learn more about the past. Pupils will learn to ask perceptive questions and think critically. In every unit within this theme children will order events in time; find differences and similarities; identify causes and consequences and compare different historical periods. They will use a range of sources to evaluate their usefulness and communicate their understanding. All classes will aim to link 'then' with 'now'. This theme allows pupils to see the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

Explore (Geography focus)

Our Explore theme inspires in our pupils a curiosity and fascination about the world and its people. Learning in our Explore units is about understanding the world by: comparing locations; investigating; researching different sources; writing and talking about places; asking and answering questions. Children learn about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Children will learn many transferable skills, such as research, observation, measurement, recording and presentation.

Create (Arts focus)

Within this theme, children will be taught the practical skills of designing and making products in order to meet an identified need using creativity and imagination. Pupils will learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Children will learn the skills of drawing, painting, sculpture and textile design. They will learn about the artwork of great artists and crafts people and know how art and design reflect and shape our history and contribute to the culture and creativity of our nation. Finally, pupils will perform, listen to, understand and explore a range of music and develop a critical engagement with music. The create theme will support pupils in exploring their creativity and talent and so increase their self-confidence, creativity and sense of achievement.

Sequences of lessons are carefully crafted around a final project outcome which allows children to become 'Changemakers'. The learning journeys are active, engaging and inspiring leading to a deeper understanding of the global themes and curriculum areas. The projects drive motivation, determination and commitment within our children. Carefully crafted sequences promote the affective and cognitive domain whilst allowing children the opportunity to develop 21st century skills such as research, collaboration, innovation, presentation, evaluation and reflection.



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This week, our pupils took part in an Opera workshop with the amazing @VOCES8! Versatility and a celebration of diverse musical expression are central to the ensemble's performance and education ethos! Thank you Voces8! #opera #voces8 #music



13:17 · 26/11/2021 · Twitter for iPhone

myelin in our brains. Struggle and practice are both key components of our teaching sequences. Well-structured modelling, highly effective questioning and carefully designed learning tasks enable children to both struggle and practice. Multiple opportunities to fail and learn from these mistakes are also central to our practice and encourage a growth mindset.

We help children remember what they have learnt through regular reviews of learning, rehearsing and connecting background knowledge and by providing a good deal of instructional support. Teachers activate pupils' relevant prior knowledge through regular retrieval practice, teach new material in small amounts,



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Our pupils had a brilliant day on Tuesday working with author Lauren Child at the House of Illustration!

@illustrationHQ @UKLaureate
@GoodNews_Schls



The curriculum promotes critical thinking skills so that children are taught to leave behind perfectly logical answers that are not solving the problem. Instead of persevering, trying to force-fit a round solution, children are able to explore a different approach and ultimately become risk takers.

When designing sequences of learning across the curriculum, we use a teaching backwards approach. At the heart of teaching backwards is a thinking process that enables our teachers to plan and teach from a clear and well-defined destination. We believe that teaching backwards is a journey that starts with the end very clearly in mind; teachers ensure that they are aware of their pupils End-of Key Stage Expectations, whilst building on their prior learning. With this knowledge, our staff design learning that focuses on small steps of progression. By slowing learning down we ensure that our focus remains on depth. Our journeys are supported at all times by high expectations.

In his book 'The Talent Code' - Daniel Coyle argues that deliberate practice, alongside struggle promotes the growth of

model processes, guide pupil practice to the point of independent practice, ensure a high success rate and provide immediate feedback to help pupils when they make errors.

Learning is inherently a social experience. Therefore, our teaching sequences promote richly dialogic contexts that support co-construction and collaboration. Discussion, debate and communication are all valuable currency in an increasing complex world and so we plan opportunities for children to express a point of view, understanding that people have different points of view and engaging with these – thus ensuring that our school is politically impartial. Children are able to consider different perspectives and points of view on global issues and we explore the potential of being able to change one's point of view.

Metacognition plays a pivotal role within our sequences through explaining and reasoning, thinking about evidence, evaluating and making judgements or decisions. Through deeper thinking and reflection children are able to make links between subjects and units of work so they are learning to think systematically. Teaching children how to reflect, explain, justify, question is key to lesson design.



Mayor of Hackney
@mayorofhackney

I think [@carolewilliams](#) & [@dpymayorhackney](#) might need to visit.



PrincessMayPrimaryY6 @... · 01/12/2017

Well done to our amazing pupils who were recognised for their brilliant STEM work! Every Wednesday for five weeks, they attended an after school STEM club with @InspireEBP



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We visited the Houses of Parliament & got the chance to see some MPs having a debate in the House of Commons @visitparliament @UKParliament



Feedback is integrated into our curriculum design and a range of feedback types are provided throughout the sequences. Provocative prompts are used to deepen the connection with the learning and encourage children to reflect at a deeper level.

The spaces in which we spend most of our time convey important messages about what we value most. For example, we've made a conscious decision to use hessian for displays (to reduce the use of backing paper) and natural resources for sustainability. The learning environment is planned for in fine detail. There is a shared understanding that excellence is prized and interconnected with our school values. We do not separate the environment from our curriculum, teaching and learning or planning. We use the learning environment to communicate more than just the learning content. It represents the blending of content and pedagogy so that an understanding of how learning is organised, represented and adapted is made visible.

Assessment for learning is used routinely in the classrooms to inform teaching sessions and sequences with both knowledge acquisition and application being well balanced. The curriculum is planned and taught rigorously supporting children to deepen their understanding of key skills and knowledge so that they can be recalled and applied in varied contexts. Learning intentions are broken down into precise learning that is clearly modelled and scaffolded, supporting children to transition from novice to expert. Classes are given opportunities to revise, practise and apply key skills and knowledge overtime. Through responsive assessment, misconceptions are used routinely as starting points for learning ensuring that barriers are addressed at the point of learning and ensuring gaps in learning do not widen.

Curriculum Impact

At Princess May, we use regular and robust triangulated monitoring to gauge the impact of our curriculum design. Leaders at all levels review learning, talk with our children and provide feedback to move practice forward. Leaders also have regular meetings with our Pupil Curriculum Focus Group to ensure that pupil voice is at the centre of and decisions made. We ensure that our children's attainment and progress are in line or exceeding their potential. We measure this using national data (where appropriate), our curriculum maps, and monitoring evidence. Our curriculum ensures that we develop well-rounded citizens with a clear understanding of our values: **Respect; Determination; Empathy; Responsibly; Aspiration.** Our new curriculum addresses negative stereotyping through investigating similarities and differences, and promoting acceptance, diversity, citizenship and human rights.

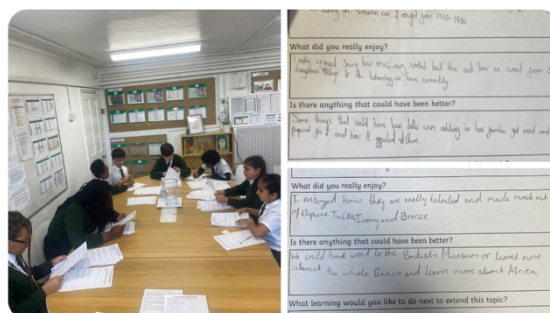
Learning dispositions are developed which leads to success both now and in the future. Children demonstrate greater levels of resilience, motivation and a growth mind set when faced with different types of challenge. They develop attitudes and dispositions to make a positive contribution to the world. Our daily interactions provide a regular check on this. (Please refer to visual below)



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At Princess May, we have a 'Curriculum Pupil Focus Group' from Y1-Y6 who meet with leaders across the school. Today, we met with the Y5/6 members to analyse the Pupil questionnaires. Pupils were able to tell us about what they had been learning in History this half term.



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	Characteristics	Evidence Includes
Independent learners	Able to process and evaluate information to work out how to be successful. Able to make connections between knowledge, skills and application of learning to different tasks. Able to recognise why learning is important and has agency with learning.	<ul style="list-style-type: none"> Identifies questions to answer and problem solve Uses research and evidence Explores issues, events or situations from different perspectives Analyses and evaluates information, measuring its value and relevance Filters information and uses judgement Justifies viewpoints to reason about learning
Creative learners	Able to think creatively by generating and exploring ideas. Able to make connections between prior and new learning. Resilient to try new ways to tackle problems. Will share ideas and values the social element of learning.	<ul style="list-style-type: none"> Generates ideas and explores possibilities Asks questions to extend thinking and understanding Connects own learning and ideas to new possibilities Questions presumptions about ideas and thinking Willing to try new solutions and adapt beliefs or ideas
Reflective learners	Able to evaluate strengths and limitations of both self and others. Wants to help and understands the importance of dialogue as a tool for learning. Welcomes feedback and understands that learning from error is positive. Willing to modify views and make changes in order to grow.	<ul style="list-style-type: none"> Will assess themselves and others considering new ways to achieve goals Sets meaningful and realistic targets linked to feedback Deals positively with praise or criticism and responds well to set backs Continuously evaluates learning experiences and uses learning mistakes to refine thinking, behaviours or beliefs Has humility
Social learners	Able to recognise interaction with others as key to successful learning. Has a good grasp of 'learning language' and uses dialogue to enhance understanding. Asks questions, listens and willing to take responsibility. Able to form collaborative relationships and can resolve issues to be successful.	<ul style="list-style-type: none"> Collaborates well with people to achieve shared goals Leads, participates and listens well during discussions Adapts behaviours in different situations, including showing vulnerability Shows fairness and consideration to other peoples' perspectives Provides and receives kind, helpful and constructive feedback Is self-effacing
Self learners	Able to organise thoughts, ideas and take responsibility. Willing to show initiative and commitment to the importance of learning in order to make a difference. Responds positively to new learning situations and welcomes change positively.	<ul style="list-style-type: none"> Seeks out new challenges and embraces responsibility Is flexible to change and adapts learning to new environment or situation Shows commitment to learning and perseverance to complete learning Is able to self-organise and complete learning within time limits Copes with pressure and demands of learning Is emotionally resilient
Effective learners	Engages actively with learning and understands the impact learning can have on self and others to enable active citizenship. Keen to participate in the life of the school and wider community and takes responsibility for improving the lives of self and others.	<ul style="list-style-type: none"> Understands own learning needs and strengths Is persuasive in being able to justify learning decision making giving reasons and evidence Proposes practical ways in managing challenges of learning Identifies improvements to learning that have mutual benefits for all learners Serves as an advocate for learning, expressing diversity of opinions, views and solutions

Our children will be motivated by a strong personal sense of morality. They will be able to make sense of an increasingly globalised, complex and rapidly changing world. They will make decisions for the right reasons and in the best interests of our community. The children are more confident in speaking about current issues through collaborative learning activities. They will be able to decide what is right and what is wrong and will be resilient to the influence of others. The children develop an awareness of how their own actions can impact others and the wider community. They will go out into the world and make a difference in their own life and to others.



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WOW! Princess May did it again!
What a brilliant carnival and international evening! We celebrated all of the different cultures and diversities within our school! Well done everyone! [@PrimaryMay](#)

