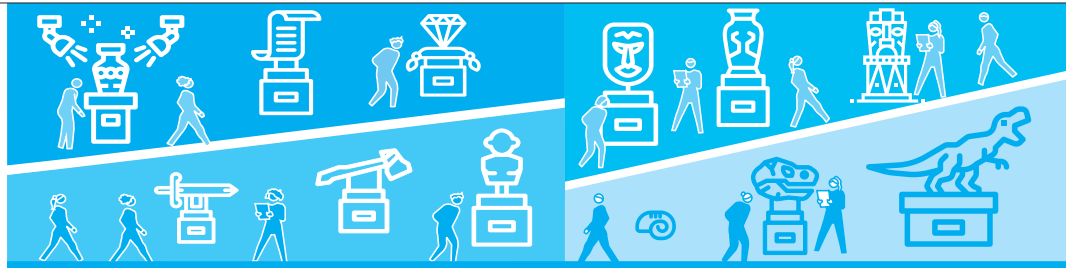




Tom Sherrington

**TOM SAYS**

You need to know the whole in order to teach the small, detailed parts.

The question is: what should a child know?

Knowledge v. skills is a redundant argument — once you realise a skill is knowing how to do something.

You have to leave things out because you can't teach everything.

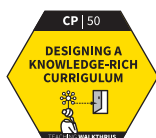
Knowledge takes many forms.

CP WALKTHRU^s NEWLY ORGANISED

The 28 Curriculum Planning WalkThrus are now organised into four themes:

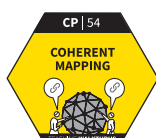
ASSESSMENT ISSUES | 5 strategies
BROAD DESIGN CONCEPTS | 7 strategies
CHALLENGE, INCLUSION & DIVERSITY | 5 strats.
DETAILED PLANNING | 11 strategies

Use this to help focus your planning.

DESIGNING A KNOWLEDGE-RICH CURR.

This WalkThru helps steer schools away from a resources-and-activities based curriculum. Instead,

the focus is on depth and breadth of knowledge, and the mix of declarative, procedural and experiential dimensions. A rich mix.

COHERENT MAPPING

Mapping, sequencing and weaving together the three types of knowledge helps students make links both

within and across topics. Such links, however, are not ad hoc nor inauthentic correspondences; they are planned for in both vertical and horizontal dimensions.

BLEND KNOWLEDGE & EXPERIENCE

This WalkThru starts with great clarity: “Some knowledge we acquire cannot be taught directly; it has to be

developed through experience”. Because watching a teacher modelling something — however well — is not the equivalent of experiencing it yourself.

MUSEUM CURATION ANALOGY

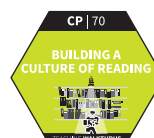
Analogies are powerful, if often unacknowledged, ways of learning. This WalkThru very cleverly

provides insights into the selection, organisation, sequencing and display of knowledge and artefacts — done in a way that creates a compelling narrative.

DELIVER CORE; SIGNPOST HINTERLAND

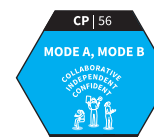
Everything resides in a context. Encountering it adds depth and meaning to the content of the curricu-

lum. Thus Christine Counsell's capture of this notion by the term Hinterland. The trick is to plan in these opportunities — and to respond 'organically'.

BUILDING A CULTURE OF READING

In some schools, students only read bullet pointed phrases from the teacher's slides. They need the joyful

immersion of reading a variety of texts. While you can't — obviously — make students love reading, you can provide them with daily opportunities to do so.

MODE A, MODE B

A balanced curriculum is enriched by a balance of approaches. Thus Mode B: the student-led counter to

strong instructional practice. Blending the two builds more rounded learners. Independent learning and oracy forge life-changing personal developments.

FIVE EXCELLENT EXAMPLES OF CURRICULUM PLANNING**ORMISTON ACADEMY TRUST**

<https://sites.google.com/view/oat-english/ks3-curriculum-overview>

REACH ACADEMY TRUST

<https://www.reachacademy-feltham.com/learning/our-curriculum>

TURTON SCHOOL SECONDARY

<https://www.turton.uk.com/curriculum/>

FLORENCE MELLY PRIMARY

<https://florencemelly.org/information/curriculum/>

THE TOTTERIDGE ACADEMY

<https://www.thetotteridgeacademy.org.uk/learning>