CURRICULUM AS BOXSET
FIRST OF ALL THE CREDITS

• @Mr_AlmondED
  nutsaboutteaching.wordpress.com
“Content structured as narrative over time” – Christine Counsell
‘Stories are psychologically privileged’
ITS ALL ABOUT THE SCHEMA
SCHEMAS (SCHEMATA)

• A mental structure where related information is categorised and put together
The contents of long term memory are "sophisticated structures that permit us to perceive, think, and solve problems," rather than a group of rote learned facts.

John Sweller
bird

- wings
- feathers
- beak
- flies
- nest
SCHEMAS
SCHEMAS
bird

- wings
- duck
- beak
- flies
- feathers
- nest
bird

- wings
- penguin
- beak
- flies
- feathers
- nest
PROGRESS IS...

• Assimilating new knowledge (knowledge that is easily understood)
• Accommodating new knowledge (knowledge that is harder to understand because it doesn’t ‘fit’ with our existing schema)
THE CURRICULUM ENABLES PROGRESS BY

• Teaching new information that relates to what is already known
• Not just more ‘stuff’
• Enriching or transforming what was already known
BACK TO BOX SETS
SERIALS NOT SERIES

• Main conflict – not resolved until end of series
• Sub plots – resolved at end of each episode
• Hook into next programme
• Seasons – same characters in new adventure
• Can’t watch ‘one off’ and properly make sense of it
ASSIMILATION NOT ACCOMMODATION
ACCOMMODATION

• Enriching or transforming what was already known

• Each time we encounter a character in a different context, our understanding of them or their plight becomes richer; our emotional attachment grows (or shrinks!)

• Each time we learn a concept in a different setting, our understanding of it becomes denser, more solid, more nuanced
RENEWABLE CONFLICT

• Central conflicts and themes that could be sustained forever
• LOTR and Harry Potter: there is an evil force to be defeated
• Game of Thrones: who should rule the realm and how to cope with the woes of nature
Harry Potter and Lord of the Rings are about taking down an evil force like Hitler, whereas Game of Thrones is about society's decisions on people like Hitler and who should take his place.
RENEWABLE CONFLICT

• Central conflicts and themes that could be sustained for ever
• Even when characters die and conditions change
• Multiple characters
RENWABLE CONFLICT

- Natural phenomena vs evidenced explanation
- The past vs evidenced explanation
- Human desire to thrive vs physical processes
- What is the meaning and purpose of life vs conflicting answers vs impossibility of knowing for sure
RENEWABLE CONFLICT

Physical competence vs sloth

Power vs people who want or need something

Creation of meaning/beauty vs taste vs technical competence

Creation of something useful vs technical competence
Different characters: same conflict, same world
CAPTURING ATTENTION
FROM NOVICE TO EXPERT
SHALLOW LEARNING: THE FIRST EPISODE

• Introduce the characters and the world
• Frame the conflict
• Reassure audience
Shallow learning:
‘bits of knowledge that aren't well-integrated into a larger picture’

Deep learning:
‘understanding the relationship among the parts.’

Willingham
Memory is the residue of thought

Understanding is memory in disguise.

Daniel Willingham
DIRECT WHAT THE ‘AUDIENCE’ THINKS ABOUT
ESTABLISHMENT SHOT
CLOSE UP
SUBSEQUENT EPISODES

• The ‘previously’
• recaps important points and directs our noticing to certain characters or events
• Our gaze is directed so that we make connections between characters and events
• These connections might be right or wrong
• If they are wrong, the plot should highlight this
• So we move from assimilation to accommodation
• From shallow understanding to deep understanding
Sub plot resolved in one lesson
Main plot resolved in one topic
Story arc carries on over years (renewable conflict)
EDITING: SELECTIVITY AND SEQUENCE

• What to leave out
• What to keep in
• What to highlight
• What comes next
• Chemistry fundamentals, including proper understanding of equations
• Energy stores, including proper understanding of combustion in physics
• Cells, including proper understanding of photosynthesis and respiration

Adam Boxer
achemicalorthodoxy.wordpress.com
CHeKHOV’S GUN

“If it's not going to be fired, it shouldn't be hanging there.”
VERTICAL LINKS: WITHIN A SUBJECT OVER THE YEARS
Human desire to thrive vs physical processes
Physical processes and location

Climate
Continent
Landscape
Environment
Biome
Vegetation
Soil
Water sources
Fertility

Human processes

Settlement
Population density
Trade
Development
Migration
Sustainability
Conflict

Resources

Food

Air
Water
Fuel
Shelter
FARMING AND AGRICULTURE

- Visit city farm in EY to learn about animals
- Learn about harvest and arable farms in year 1
FARMING AND AGRICULTURE

• Visit city farm in EY to learn about animals
• Learn about harvest and arable farms in year 1
• Revisit farming when learning about Norman life. In yr 1, 90% of people were farmers.
• Mention farming briefly when studying animals in Amazonian rainforest in yr 2
• Neolithic era and transformative role of farming in yr 3
• Ancient Egypt and farming on banks of the River Nile after yearly flooding in yr 3
• Urban : rural contrast yr 5
• Leave knowing terms fertile, irrigation, crops, harvest, peasant,…
farming

irrigation

fertile

harvest

crops

peasant

wheat

apples
CHEKHOV’S ARMOURY FOR KS3
HORIZONTAL LINKS: BETWEEN SUBJECTS IN A YEAR
FIRE OF LONDON
DON’T SACRIFICE SUBJECT PROGRESSION AND INTEGRITY
CRAZY CROSS CURRICULARITY
DIAGONAL LINKS: BETWEEN SUBJECTS AND YEAR GROUPS
Resources

History, – conflict and conquest over resources

Science – what do humans need to live, adaptation

RE – fasting, ‘man cannot love by bread alone’, beyond the physical

English – stories featuring conflict
FIRE OF LONDON

• Fire of London yr2 – river Thames as fire break
• Thames yr 3 as case study within rivers unit
• Scapegoating of immigrants in aftermath of Fire of London as part of migration unit in year 5
• Robert Hooke’s abandonment of exploration of microscopic world due to fascination with rebuilding London
MATERIALS

• Sorting materials and beginning to link properties to use yr 1
• Looking at materials used in Norman knights weapons yr 1
• Flammability of building materials. Fire of London yr 2
• Bronze age, iron age, farming yr 3
• Rocks and soils yr 3
• Transparency and opaqueness, light, yr 3
• Rainforest and wood as a building material yr 4
• Electrical conductors yr 4
• Magnets yr 5
• Volcanoes yr 5
• Plastics?
materials

- wood
- metals
- magnetism
- conductivity
- logging
- deforestation
- flammability
- rocks & soils
- tools
- farming
- volcanoes