Yeah but what SHOULD schools actually teach?
About PTE (@pte_campaign)

• Founded Autumn 2016

• Coalition of parents & teachers

• Additional voice in the educational debate

• “...ensuring educational excellence for every child.”
We believe that...

The most successful schools have significant autonomy, which they use to ensure that:

• **Behaviour** is amazing;

• **Curriculum** is knowledge-rich;

• **Assessment** is effective & **exams** valued; and

• **Enrichment** is available to all.
Business Case
for
Kempston Academy

Age range: 11-16
Opening: September 2011
Location: [insert address]
Authority: Bedford

Lead Contact
Hugh Ree
Bedford College
Cauldwell Street
Bedford
MK42 9AH
Tel: 01234 221529
Email: hree@bedford.ac.uk
The Kempston Academy Curriculum will:

- Provide an exciting and stimulating curriculum with a strong emphasis on Science, Mathematics, English and Languages

- Develop employability and life skills through its Enrichment and Extension programme designed to give all pupils a broad and balanced education

- Operate a longer school day to ensure that all pupils participate in a full range of opportunities including both sport and the arts

- Employ highly qualified and experienced staff, who promote the school's vision, ethos and values and embrace multiple roles across the school curriculum to develop an outstanding understanding of all pupils

- Stretch, challenge and support all pupils, by using the flexibility provided by the longer day and highly qualified staff employed to deliver a much greater degree of personalised learning

- Promote high expectations of both pupils and staff, embedding our vision, ethos and values across the curriculum

- Through the use of flexible learning spaces, promote learning in creative and innovative ways in group sizes which maximise engagement and achievement
• We anticipate the above will comprise around 85% of a student’s timetabled lessons.
• The remaining time will be given over to extended projects and opportunities for independent learning. This could be students organising a play, preparing for a musical concert, planning Duke of Edinburgh expeditions, researching and writing essays into topics they are interested in or growing vegetables on a school vegetable patch. This is our version of “Google time”.
Why educate?
What is the purpose of education?

We can’t agree on this within this room, so we have no chance of agreeing as a wider society – and that’s ok!

• there is no such thing as “the” knowledge-rich curriculum.
• there will probably be a common core to different curricula.
“But we’ve always taught knowledge.”

for a long time we were told that the PROCESS OF LEARNING were more important than WHAT KIDS LEARNED
“Show me a curriculum without knowledge in it.”

It was generally held that no set of knowledge was more important than another
What makes a “knowledge curriculum”? At its very simplest TWO principles:

- WHAT is taught really matters

AND

- SEQUENCE is coherent
FIGURE 7.2 Curriculum effects in France 1987-2007 at the end of fifth grade

A large decline in achievement and fairness

<table>
<thead>
<tr>
<th>Knowledge curriculum</th>
<th>1987</th>
<th>2007</th>
<th>Skills curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children of executives and intellectuals</td>
<td>0.6</td>
<td>0.6</td>
<td>Children of executives and intellectuals</td>
</tr>
<tr>
<td>Children of professionals</td>
<td>0.3</td>
<td>0.4</td>
<td>Children of professionals</td>
</tr>
<tr>
<td>Children of white collar and shopkeepers</td>
<td>AVG (Average in 1987)</td>
<td>0.1</td>
<td>Children of professionals</td>
</tr>
<tr>
<td>Children of laborers</td>
<td>-0.2</td>
<td>-0.2</td>
<td>Children of laborers</td>
</tr>
<tr>
<td>Children of unemployed</td>
<td>-0.4</td>
<td>-0.4</td>
<td>Children of white collar and shopkeepers</td>
</tr>
</tbody>
</table>

Note: Vertical scale = z scores for 1987; average in 1987 = 0; average in 2007 = minus .37. Z scores are percentages of the standard deviation of a distribution. They allow results to be compared in different eras, even when the underlying tests use different scales.
Trump to hit Mexico with tariffs to halt migrants

The US president says he will impose rising tariffs until Mexico ends illegal immigration into the US.

- Trump's border wall - in charts
- How did migrant children die on border?
- US judge blocks funds for wall plan

Jo Swinson confirms Lib Dem leadership bid

The party's deputy leader faces competition from former Energy Secretary Sir Ed Davey for the role.

'The Beast' and the rest of Trump's UK trip entourage

Australia 'Modboy' taunts police over arrest warrant

Police are seeking 23-year-old Instagram model Ethan Bramble, who has tattoos to 98% of his body.

Shamima Begum was 'groomed', says lawyer

The family lawyer says she was groomed and accuses Sajid Javid of acting to further his own career.

Blaggers guide to the Champions League final

Football broadcaster Lynsey Hooper guides you through the Madrid final between Spurs and Liverpool.

Business warns Tories over no-deal Brexit

GM fungus 'kills 99% of malaria mosquitoes'

Climate activists plan Heathrow drone chaos

Novichok PC's parents criticise BBC drama

Claus von Bülow, cleared of trying to kill wife, dies

'Outsted tenants' belongings taken by agency'

JP Morgan settles $5m paternity leave case
Libyan rebels' advances near Misrata wiped out by Nato orders

Fighters in catch-22 as Nato instruction to pull back ahead of air strikes causes them to lose gains against Gaddafi's forces
The Middle East

Then (B.C.)

Now
How do we construct a curriculum?

Define the “WHY” of the curriculum

Capture the “WHAT” that enables this

SEQUENCE the “what” across subjects and over time, to achieve maximum retention, to enable fluency
What should go into a curriculum?

Kids have limited time & working memory – what things are most important and why?

- in each subject
- across the whole curriculum
- “opportunity cost” to every decision
What should go into a curriculum?

Should it cover things students:
- can relate to?
- would otherwise never experience?
- need to “break into the club”?
- are powerful in their own right?
Lots of people have their own opinions on this!

When I was a Head I got sick of seeing new reports of people saying schools should:

- fix society’s problems
- cram more into their day
- Prepare kids for business
NO, SERIOUSLY TELL ME MORE

YOU'RE SO INTERESTING

Call for more sarcasm at school is no joke
But Nigel said he think it’s odd that children can grow up, leave school and start their lives – but lack the skills to make themselves a meal.

He said: “I think it is extraordinary that you can leave school with so much information – much of which you will never use again – but very often with the inability to make yourself something to eat.

“I think it is crucial that children are taught how to make themselves a meal.”

Mary Berry slams schools for failing to teach children simple cooking skills and says every pupil should learn 10 healthy recipes
Call for toothbrushing lessons to combat child dental health crisis
How bringing trampolines into schools could improve literacy results
'Make schools colder to improve learning'
Schools should teach all pupils first aid, MPs say.
Dragons’ Den star Peter Jones looks to expand enterprise teaching to all schools
Call for litter picking to be in national curriculum is rubbish
Teach girls how to get pregnant, say doctors
Teens need more advice on avoiding pregnancy
This gay campaigner wants UK schools to teach teens oral sex in a 'sexy' way

Do you wish your teachers taught you about oral sex and mutual masturbation?
In 2018 we found: 213 suggestions

So far in 2019: 105 suggestions

That’s MORE THAN ONE FOR EVERY SCHOOL DAY!
Some of those suggestions are silly.

Many are serious & important.
6 questions to consider:
What is already being taught in this area?

Why is your proposal a better use of time?

Why should schools, not others, teach this?

How much time do schools have in total?

How much additional time will your proposal take?

What should schools stop doing to make time for your proposal?
Making your curriculum more knowledge-rich

Ideally you’re at a school that

- **shares** your “why” & believes that knowledge matters

- **is big enough** to have a bunch of subject specialists in it

- **has tonnes of money** and gives you loads of time
If this is not the case...

- shamelessly discuss the Ofsted framework in front of SLT

- start small – no need to rush or overload yourself

- beg/borrow coherent programmes from great people/departments

  “adopt & adapt”
Beware:
How have others done this?

“3D curriculum”

https://primarytimery.com/
<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Autumn 1</strong></td>
<td>Where I Live: Feltham</td>
<td>Prehistoric Britain</td>
<td>Shang Dynasty of Ancient China</td>
<td>Vikings</td>
<td>The Enlightenment</td>
<td>World War I</td>
</tr>
<tr>
<td><strong>Autumn 2</strong></td>
<td>The United Kingdom</td>
<td>London</td>
<td>China</td>
<td>Europe</td>
<td>India</td>
<td>Maps and Atlases</td>
</tr>
<tr>
<td><strong>Spring 1</strong></td>
<td>Civil Rights</td>
<td>Ancient Egyptians</td>
<td>Romans in Britain</td>
<td>Medieval Monarchs</td>
<td>The French and American Revolution</td>
<td>World War II</td>
</tr>
<tr>
<td><strong>Spring 2</strong></td>
<td>The Seven Continents</td>
<td>Biomes</td>
<td>Mountains</td>
<td>Rivers</td>
<td>Natural Disasters</td>
<td>Russia</td>
</tr>
<tr>
<td><strong>Summer 1</strong></td>
<td>Moon Landing</td>
<td>Ancient Greece</td>
<td>Anglo Saxons in Britain</td>
<td>Plague &amp; Great Fire Of London</td>
<td>Crime and Punishment</td>
<td>Cold War</td>
</tr>
<tr>
<td><strong>Summer 2</strong></td>
<td>Brazil</td>
<td>Maps and Atlases</td>
<td>The Water Cycle</td>
<td>Maps and Atlases</td>
<td>The Middle East</td>
<td>International Trade</td>
</tr>
</tbody>
</table>
## Minibeast Habitats

<table>
<thead>
<tr>
<th>Minibeast Habitats</th>
<th>Types of Minibeasts</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where do minibeasts live?</td>
<td>What are the main types of minibeast?</td>
<td></td>
</tr>
<tr>
<td>1 rivers</td>
<td>1 Insects</td>
<td>1 abdomen</td>
</tr>
<tr>
<td>2 houses</td>
<td>2 Arachnids</td>
<td>2 antennae</td>
</tr>
<tr>
<td>3 lakes</td>
<td>3 Molluscs</td>
<td>3 arachnids</td>
</tr>
<tr>
<td>4 woodland</td>
<td>4 Crustaceans</td>
<td>4 arthropods</td>
</tr>
<tr>
<td>5 marshes</td>
<td></td>
<td>5 crustaceans</td>
</tr>
<tr>
<td>6 ponds</td>
<td></td>
<td>6 exoskeleton</td>
</tr>
<tr>
<td>7 hedgerows</td>
<td></td>
<td>7 insects</td>
</tr>
<tr>
<td>8 grasslands</td>
<td></td>
<td>8 invertebrates</td>
</tr>
<tr>
<td>9 heathland</td>
<td></td>
<td>9 molluscs</td>
</tr>
<tr>
<td>10 seashores</td>
<td></td>
<td>10 thorax</td>
</tr>
</tbody>
</table>

### Diagram of an insect's three part body.

- **Head**
- **Thorax**
- **Abdomen**

### Complete Metamorphosis

- **Egg**
- **Larva**
- **Pupa**
- **Adult**

### Incomplete Metamorphosis

- **Egg**
- **Nymph**
- **Adult**
Queen Elizabeth’s Academy, Mansfield

Helena Brothwell

@educurious2015
St Martin’s Catholic Academy

Clive Wright
@Irenaeus1969

Loraine Lynch-Kelly
@perdita1485
West London Free School Primary

Alex Pethick
@Alexandrapethi2

Emma Lennard
@emlennard
Brenzett Primary School

Cassie Young
@ModernCassie
<table>
<thead>
<tr>
<th>Year</th>
<th>Language &amp; Literature</th>
<th>History &amp; Geography</th>
<th>Visual Arts</th>
<th>Music</th>
<th>Maths</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td><img src="image" alt="Books" /></td>
<td><img src="image" alt="Globe" /></td>
<td><img src="image" alt="Paint Brushes" /></td>
<td><img src="image" alt="Violin" /></td>
<td><img src="image" alt="Math Symbols" /></td>
<td><img src="image" alt="Magnum" /></td>
</tr>
<tr>
<td>Year 2</td>
<td><img src="image" alt="Books" /></td>
<td><img src="image" alt="Globe" /></td>
<td><img src="image" alt="Paint Brushes" /></td>
<td><img src="image" alt="Violin" /></td>
<td><img src="image" alt="Math Symbols" /></td>
<td><img src="image" alt="Magnum" /></td>
</tr>
<tr>
<td>Year 3</td>
<td><img src="image" alt="Books" /></td>
<td><img src="image" alt="Globe" /></td>
<td><img src="image" alt="Paint Brushes" /></td>
<td><img src="image" alt="Violin" /></td>
<td><img src="image" alt="Math Symbols" /></td>
<td><img src="image" alt="Magnum" /></td>
</tr>
<tr>
<td>Year 4</td>
<td><img src="image" alt="Books" /></td>
<td><img src="image" alt="Globe" /></td>
<td><img src="image" alt="Paint Brushes" /></td>
<td><img src="image" alt="Violin" /></td>
<td><img src="image" alt="Math Symbols" /></td>
<td><img src="image" alt="Magnum" /></td>
</tr>
<tr>
<td>Year 5</td>
<td><img src="image" alt="Books" /></td>
<td><img src="image" alt="Globe" /></td>
<td><img src="image" alt="Paint Brushes" /></td>
<td><img src="image" alt="Violin" /></td>
<td><img src="image" alt="Math Symbols" /></td>
<td><img src="image" alt="Magnum" /></td>
</tr>
<tr>
<td>Year 6</td>
<td><img src="image" alt="Books" /></td>
<td><img src="image" alt="Globe" /></td>
<td><img src="image" alt="Paint Brushes" /></td>
<td><img src="image" alt="Violin" /></td>
<td><img src="image" alt="Math Symbols" /></td>
<td><img src="image" alt="Magnum" /></td>
</tr>
</tbody>
</table>

http://www.coreknowledge.org.uk/sequencetable.php
Thanks for listening...

Email: mark@lehain.com

Phone: 07790 012024

Twitter: @lehain / @pte_campaign

Facebook: PTECampaign

Website: parentsandteachers.org.uk/