



SOUTHWARK DIOCESAN BOARD OF EDUCATION
Developing Church of England Education

THE BISHOP'S CERTIFICATE IN CHURCH SCHOOL GOVERNANCE

Module 4: The Curriculum



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Opening Prayer

We thank you, Lord God, that you created us and the world, and you love all you have made. We thank you that that your love and care for us never changes.

As we meet together, we ask your blessing on all the students, teachers and staff in our schools and in our Diocesan family of schools.

Give us wisdom and understanding; fill us with hope and aspiration; bind us together in community. Set our hearts on fire with your love, to live and work to your praise and glory,

In the name of Jesus Christ our Lord.

Amen



Restoring, repairing and rebuilding

The LORD will guide you always;
he will satisfy your needs in a sun-scorched land
and will **strengthen your frame**.

You will be like a **well-watered garden**,
like a **spring whose waters never fail**.

Your people will **rebuild** the ancient ruins
and will raise up the age-old foundations;
you will be called **Repairer** of Broken Walls,
Restorer of Streets with Dwellings.

Isaiah 58.11-12



Agenda

- What is the Curriculum? The National Curriculum
- Inspection and the Curriculum
- The Primary Curriculum
- The Secondary Curriculum
- The role of the governing body in the curriculum and assessment
 - Developing an appropriate monitoring role
 - Keeping informed about the curriculum in your school



What is a 'Curriculum'?

- At a simple level, the curriculum simply means a course of study.
- From the Latin '*currere*' – to run (race or racecourse)
- Scotland's Curriculum for Excellence states that the curriculum is 'the totality of all that is planned for children and young people throughout their education' (Scottish Government, 2008, p. 13).



The National Curriculum

Clause 2 of the Act referred to the introduction of:

“a balanced and broadly based curriculum which (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and (b) prepares such pupils for the opportunities, responsibilities and experiences of adult life.”



Department
for Education

Education Reform Act of 1988 (DfE, 1989)



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The National Curriculum

- The 'basic' school curriculum includes the 'national curriculum', as well as religious education and relationships and sex education.
- The national curriculum is what is taught - a set of subjects and standards used by primary and secondary schools so children learn the same things.



- What do I know about the curriculum in my school?



Inspection and the Curriculum



OFSTED

- September 2019 onwards
 - Quality of education - QoE
 - Behaviour and attitude
 - Personal Development
 - Leadership and Management



OFSTED

- Curriculum: Intent, Implementation and impact;
 - Intent: the extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage;
 - Implementation: the way that the curriculum developed or adopted by the school is structured, taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills;
 - Impact: the outcomes that pupils achieve as a result of the education they have received.



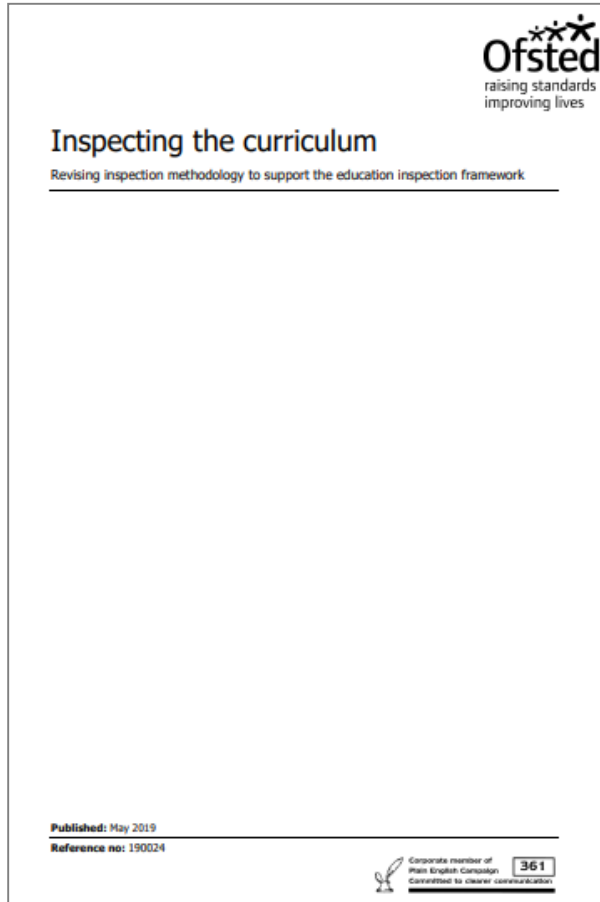


Thinking about the Curriculum

- Once known, understood and remembered, these concepts, learned in context, help:
 - Vertically – with subsequent learning
 - Horizontally – making connections with concurrent curriculum learning
 - Diagonally – with subsequent learning across the whole curriculum



Inspecting the Curriculum



- EIF
- Inspection Handbook
- Inspecting the Curriculum



Guidance
Education inspection framework
Updated 23 July 2021



SIAMS

- SIAMS inspection focuses on the impact of the Church school's Christian vision on pupils and adults.
- Exploring and reviewing the school's Christian vision, the provision the school makes because of this vision and how effective this provision is in enabling all pupils to flourish.
- Church schools will employ a variety of strategies and styles appropriate to, and reflective of, their particular context in order to be distinctively and effectively Christian in their character and ethos.



SIAMS

This overarching inspection question is examined through seven strands:

1. Vision and Leadership
2. Wisdom, Knowledge, and Skills
3. Character Development: Hope, Aspiration, and Courageous Advocacy
4. Community and Living Well Together
5. Dignity and Respect
6. Impact of Collective Worship
7. Effectiveness of Religious Education.



Vision and Leadership

Governors key role:

e) How well do governors ensure that a robust and continuous self-evaluation process is in place that involves the school community in evaluating their effectiveness as a Church school?

Glossary:

All those involved in the strategic development and implementation of the school's progress as a church school including the headteacher, the senior leaders of the school, the middle leaders, school governors...



Key Questions



- How is the curriculum structured?
- How is the curriculum monitored?
- How have the governors/school vision influenced the curriculum?





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The Curriculum in Early Years and Primary Schools



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3.5 The structure of the national curriculum, in terms of which subjects are compulsory at each key stage, is set out in the table below:

Figure 1 – Structure of the national curriculum

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5 – 7	7 – 11	11 – 14	14 – 16
Year groups	1 – 2	3 – 6	7 – 9	10 – 11
Core subjects				
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
Foundation subjects				
Art and design	✓	✓	✓	
Citizenship			✓	✓
Computing	✓	✓	✓	✓
Design and technology	✓	✓	✓	
Languages ⁴		✓	✓	
Geography	✓	✓	✓	
History	✓	✓	✓	
Music	✓	✓	✓	
Physical education	✓	✓	✓	✓

All schools are also required to teach religious education at all key stages and either RSHE or sex and relationship education (secondary).



Other Statutory Subjects (not in National Curriculum)

- **Religious Education (The Basic Curriculum)**
 - All Key Stages
 - Non statutory guidance
 - Most VA schools follow Diocesan scheme of work
- **Relationships Health and (Sex) Education**
 - Compulsory for relationship and health education in primary schools from September 2020.
 - Primary schools can include sex education if they believe it is appropriate for their school



Early Years Foundation Stage





Department
for Education

Development Matters

Non-statutory curriculum guidance
for the early years foundation stage

First published September 2020
Revised July 2021



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Meaningful and contextual

- Different people have different views about what should be taught
- An important question is ‘whose curriculum?’ (who is it for and who chooses?)
- Complex debates and spurious categories: traditional vs. progressive curricula; knowledge vs. skills; subjects vs. interdisciplinary approaches
- Far more nuanced



Curiosity and ambition

- Some would even argue that a core aim of the curriculum, pedagogically enacted by the teacher, is to help them find *knowledge, skills and understanding that channel their curiosity and take them beyond their everyday experiences* (Young et al., 2014).



Beyond the National Curriculum

- Non statutory subjects e.g. PSHE, citizenship, philosophy, Latin
- Curriculum Christian distinctiveness of church schools
- Community context
- Enrichment through partnerships, outreach and extra curricular
- Ambition by design or vision
- Supporting visits and residential trips



Your school curriculum

- How well does the curriculum reflect your school's:
 - vision and mission
 - priorities for learning
 - Christian distinctiveness
 - community and local context
 - what we believe we can do for our pupils?





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THE SECONDARY CURRICULUM



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Department
for Education

The national curriculum in England

Key stages 3 and 4 framework document

December 2014

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Geography

History

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Attainment targets

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

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History

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

Subject content

Key stage 3

Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- the development of Church, state and society in Medieval Britain 1066-1509

Examples (non-statutory)

This could include:

- the Norman Conquest
- Christendom, the importance of religion and the Crusades
- the struggle between Church and crown
- Magna Carta and the emergence of Parliament
- the English campaigns to conquer Wales and Scotland up to 1314
- society, economy and culture: for example, feudalism, religion in daily life (parishes, monasteries, abbeys), farming, trade and towns (especially the wool trade), art, architecture and literature
- the Black Death and its social and economic impact
- the Peasants' Revolt
- the Hundred Years War
- the Wars of the Roses; Henry VII and attempts to restore stability

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History

- the development of Church, state and society in Britain 1509-1745

Examples (non-statutory)

This could include:

- Renaissance and Reformation in Europe
- the English Reformation and Counter Reformation (Henry VIII to Mary I)
- the Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland)
- the first colony in America and first contact with India
- the causes and events of the civil wars throughout Britain
- the Interregnum (including Cromwell in Ireland)
- the Restoration, 'Glorious Revolution' and power of Parliament
- the Act of Union of 1707, the Hanoverian succession and the Jacobite rebellions of 1715 and 1745
- society, economy and culture across the period: for example, work and leisure in town and country, religion and superstition in daily life, theatre, art, music and literature

- ideas, political power, industry and empire: Britain, 1745-1901

Examples (non-statutory)

This could include:

- the Enlightenment in Europe and Britain, with links back to 17th-Century thinkers and scientists and the founding of the Royal Society
- Britain's transatlantic slave trade: its effects and its eventual abolition
- the Seven Years War and The American War of Independence
- the French Revolutionary wars
- Britain as the first industrial nation – the impact on society
- party politics, extension of the franchise and social reform
- the development of the British Empire with a depth study (for example, of India)
- Ireland and Home Rule
- Darwin's 'On The Origin of Species'

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History

- challenges for Britain, Europe and the wider world 1901 to the present day
In addition to studying the Holocaust, this could include:

Examples (non-statutory)

- women's suffrage
- the First World War and the Peace Settlement
- the inter-war years: the Great Depression and the rise of dictators
- the Second World War and the wartime leadership of Winston Churchill
- the creation of the Welfare State
- Indian independence and end of Empire
- social, cultural and technological change in post-war British society
- Britain's place in the world since 1945

- a local history study

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time, testing how far sites in their locality reflect aspects of national history (some sites may predate 1066)
- a study of an aspect or site in local history dating from a period before 1066

- the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066

Examples (non-statutory)

- the changing nature of political power in Britain, traced through selective case studies from the Iron Age to the present
- Britain's changing landscape from the Iron Age to the present
- a study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles
- a study in depth into a significant turning point: for example, the Neolithic Revolution

- at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century].

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KEY STAGE 4



GCSE Options



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GCSE pathways

Core Pathways

Blue Pathway:

GCSE Maths
GCSE English Language
GCSE English Literature
Triple GCSE Science
Extended Project (non GCSE)
GCSE RE
Core PE (non GCSE)



Orange Pathway:

(Maths/English Plus)
GCSE Maths
GCSE English Language
GCSE English Literature
GCSE Core Science
GCSE Add. Science
GCSE RE
Core PE (non GCSE)



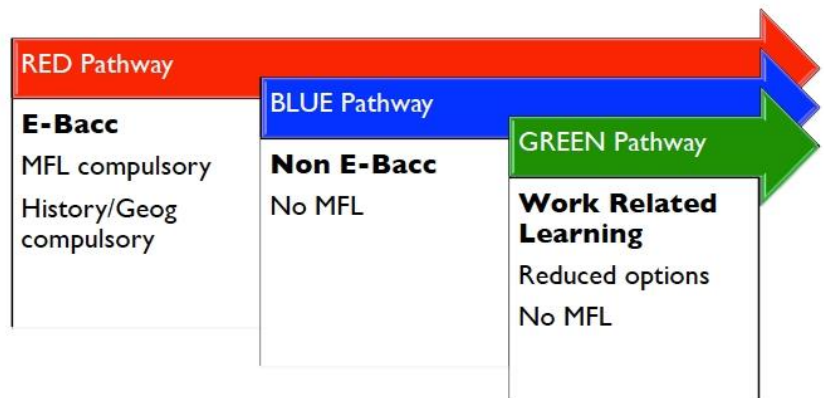
Purple Pathway:

(Maths/English Plus)
GCSE Maths
GCSE English Language
GCSE English Literature
GCSE Core Science
BTEC Science (x1)
Core PSRE (non GCSE)
Core PE (non GCSE)

Green Pathway:

GCSE Maths
GCSE English Language
GCSE English Literature
BTEC Science (x2)
Core PSRE (non GCSE)
Core PE (non GCSE)
Additional learning support

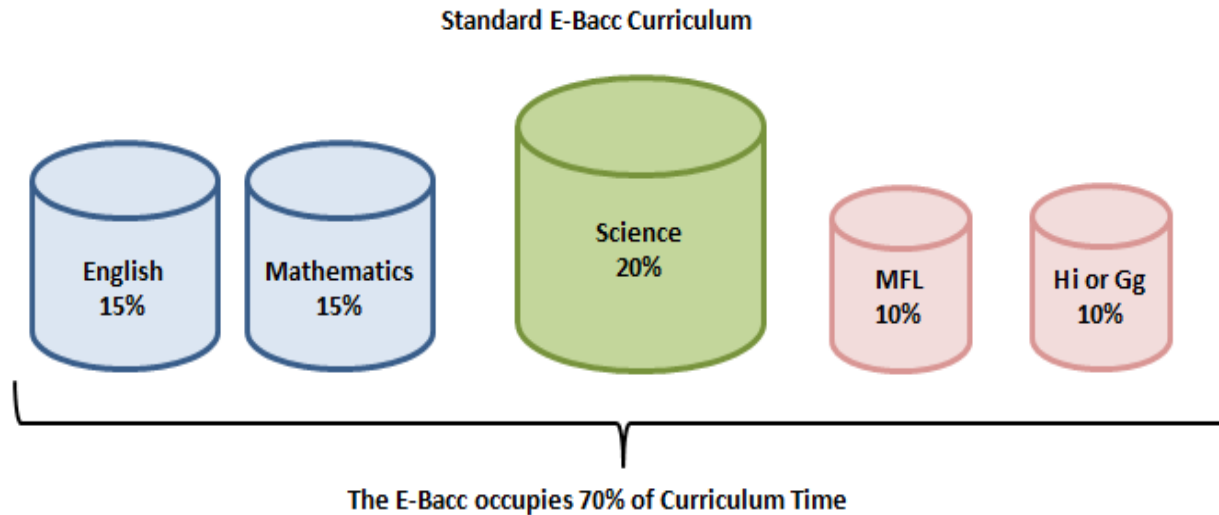
There are 3 different Pathway routes through Key Stage 4:



We have issued students with a personalized options form for the Pathway that we believe best suits their abilities.



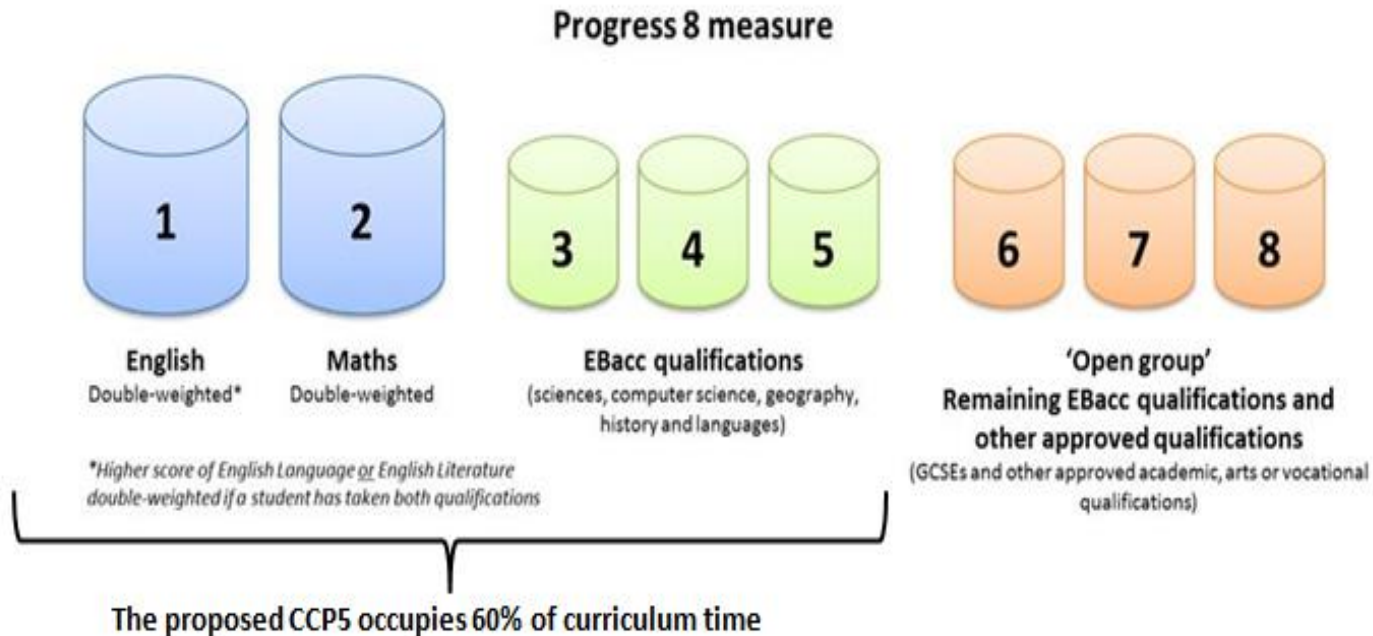
E-Bacc



The government's ambition is to see 75% of pupils studying the EBacc subject combination at GCSE by 2022, and 90% by 2025



Progress 8



AQA History

Paper 1: Understanding the modern world

Section A: Period studies

America, 1840–1895: Expansion and consolidation

Germany, 1890–1945: Democracy and dictatorship

Russia, 1894–1945: Tsardom and communism

America, 1920–1973: Opportunity and inequality

Section B: Wider world depth studies

BA Conflict and tension: The First World War, 1894–1918

BB Conflict and tension: The inter-war years, 1918–1939

BC Conflict and tension between East and West, 1945–1972

BD Conflict and tension in Asia, 1950–1975

BE Conflict and tension in the Gulf and Afghanistan, 1990–2009

Paper 2: Shaping the nation

Section A: Thematic studies

Britain: Health and the people: c1000 to the present day

Britain: Power and the people: c1170 to the present day

Britain: Migration, empires and the people: c790 to the present day

Section B: British depth studies including the historic environment

Norman England, c1066–c1100

Medieval England: the reign of Edward I, 1272–1307

Elizabethan England, c1568–1603

Restoration England, 1660–1685



The new Edexcel A level in History at-a-glance

AS and A Level	Paper 1: Breadth study with interpretations 30% A level 60% AS 2 hours 15 minutes Students study one of eight options, e.g. Russia 1917–91: from Lenin to Yeltsin. Assessment Section A: one breadth essay Section B: one breadth essay Section C: one interpretations question External Examination	Paper 2: Depth study 20% A level 40% AS 1 hour 30 minutes Students study one depth study, e.g. Mao's China, 1945–76, which has a thematic connection to the breadth study in Paper 1, e.g. communism. There is a choice of two depth studies for each Paper 1 topic. Assessment Section A: one source question Section B: one depth essay External Examination
	Paper 3: Themes in breadth with aspects in depth 30% A level 2 hours 15 minutes Students study one topic which covers at least 100 years, e.g. The British experience of warfare c1790–1918. The availability of options in Paper 3 is dependent on the topics studied in Papers 1 and 2 in order to meet the subject criteria requirements. Assessment Section A: one source question Section B: one depth essay Section C: one breadth essay External Examination	Coursework 20% A level Students complete an independently researched enquiry on historical interpretations, e.g. the origins of WW1 or origins of the Cold War. Assessment 3000–4000 word essay Internal Assessment and External Moderation



Questions to consider – KS3/4/5

- Which subjects do/don't you offer and why/why not?
 - What are the Big Ideas?
- Where has this learning been encountered before? (in previous years/key stages, in other subjects?)
 - Which topics have you chosen to teach and why?
- In which order have you chosen to sequence them and why?
- Which subjects came before at KS2? Which will come after- next lesson, next week, next year, next key stage?
- Which courses/qualifications/subjects do/don't you offer and why/why not?
 - Which syllabus have you chosen and why?

How are all your choices about provision and especially curriculum shaped by your vision and what impact do they have?





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CROSS CURRICULAR THEMES



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Across the curriculum

Literacy

Numeracy

Social, moral, cultural and spiritual (SMSC)

British values

The “hidden curriculum” – values

**Extra-curricular activities – trips,
enrichment, clubs etc**





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CURRICULUM DESIGN KEY PRINCIPLES

REFERENCE William, D. (2013) Principled Curriculum Design.
SSAT (The Schools Network) Ltd

OLICAV Designed by
Oliver Caviglioli olicav.com

@LEADINGLEARNER LTD



A curriculum breathes life into a school's or teacher's philosophy of education; it is purpose enacted. Different philosophies of education – personal empowerment; cultural transmission; preparation for work or preparation for citizenship – place different emphasis on aspects of curriculum design. Curriculum design involves seven key principles which operate in tension with each other.



BALANCED

Promotes intellectual, moral, spiritual, aesthetic, creative, emotional and physical development as equally important.



RIGOROUS

Seeks to develop intra-disciplinary habits of mind; the subject matter is taught in a way that is faithful to its discipline.



COHERENT

Makes explicit connections and links between the different subjects/ experiences encountered.



VERTICALLY INTEGRATED

Focuses on progression by carefully sequencing knowledge; provides clarity about what getting better at the subject means.



APPROPRIATE

Looks to avoid making unreasonable demands by matching level of challenge to a pupil's current level of maturity/knowledge.



FOCUSED

Seeks to keep the curriculum manageable by teaching the most important knowledge; identifies the big ideas or key concepts within a subject.



RELEVANT

Seeks to connect the valued outcomes of a curriculum to the pupils being taught it; provides opportunities for pupils to make informed choices.



Evaluating the impact of your curriculum

- Curriculum mapping to check coverage, sequence, misalignments, gaps, breadth, balance, duplication
- Timetable scrutiny
- Scrutiny of plans – long, medium and short term
- Learning walks
- Lesson observations
- Destinations data
- Pupil voice
- Surveys of stakeholders
- Focus groups
- Assessment information and data
- Staff meetings/team discussions



How do we know our curriculum is effective?

RETRIEVAL PRACTICE

When we teach something once, then want to do more to help students learn it better, instead of just reviewing the content, we're better off giving something like a quiz. In other words, if we do more asking students to pull concepts out of their brains, rather than continually trying to put concepts in, they will actually learn better.

Retrieval practice is NOT THE SAME AS ASSESSMENT. Although it can look like testing, it is a **learning strategy**, not a tool for measuring or grading students.

WHAT IT LOOKS LIKE

- Think-pair-share
- Low-stakes quizzes
- Flashcards
- Brain dumps

USING IT WELL

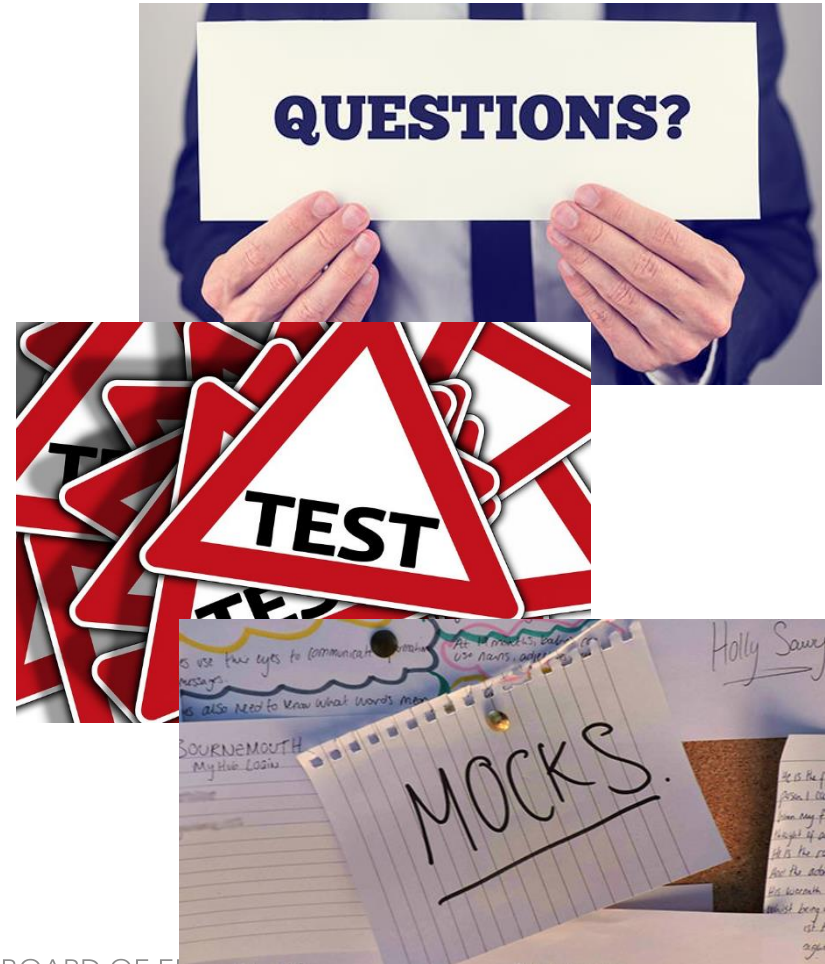
Include Feedback
Tell students if they got the answer right or wrong.

Space Your Practice
Rather than doing retrieval all at once, spread practices out over time.

Match Practice to Assessment
If you will assess for basic recall of facts, retrieve with those. If you will require higher-order thinking on tests, include higher-order questions during retrieval.



CULT OF PEDAGOGY





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Governance and the curriculum



The role of governors



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A strategic role

- To set the aims and objectives for the school
- To approve priorities for the school (SDP/SIP)
- To monitor and evaluate the progress
- To challenge and support to the headteacher



Governing Body Responsibilities:- Curriculum & Assessment

- Curriculum delivers in terms of intent, implementation and impact
- Reflects the school's vision and ambition for all pupils
- Meets the needs of pupils in terms of destination, personal development, behaviour and welfare
- Assessments are administered according to current DfE arrangements



For example...

Question	Answer	Evidence	Notes
What are the key strengths of the school?			
What are the key challenges for the school currently?			
How has the school supported children and adults during the pandemic (&post)			
What is the school's approach to 'recovery for young people'?			
How effective is the curriculum in meeting the needs of all young people?			
How does the curriculum link transition points (e.g. eyfs or 6 th form)			
What needs further development in the curriculum?			
How well does the school enrich the curriculum to develop the whole child?			

Further questions could include: leadership (e.g. data, SEND, impact), safeguarding, behaviour, personal development



Data: Asking the Right Questions

- How well is the school performing?
- Are some parts of the school more effective than others?
- Are some groups of pupils doing better than others?
- How does the school's achievement compare to its previous achievement?
- How does our school compare with other similar schools?



Quality of Evidence

Observe it happening

**HT Report to
Governors**

Discuss what's happening

Examine output e.g. pupils' work

Analyse performance indicators e.g. data

Evaluate evidence of trends

**Learning visits and
discussions with people
about their own roles**

School Advisor visits and reports

Review action plans and self evaluation

SEND or PP Reports

Ask questions about standards

**Examine policy
documents**

Talk to pupils





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Performance Vision
Leadership Policies
Team
Integrity Knowledge Role Strength Support
Governance
Responsibilities
Outcomes Development
Partnership
Governance Training Effective
Team Duties



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