

A Recovery Curriculum: Loss and Life for our children and schools post pandemic

Professor Barry Carpenter, CBE,OBE, PhD .

Professor of Mental Health in Education, Oxford Brookes University



This presentation is based on the **Think Piece -
A Recovery Curriculum: Loss and Life for our
children and schools post pandemic**

Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University.
Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire.

See further – [http:// www.recoverycurriculum.org](http://www.recoverycurriculum.org)



The 5 Losses

- Loss of Routine
- Loss of Structure
- Loss of Friendship
- Loss of Opportunity
- Loss of Freedom



“The loss of daily routine, support and structure, of coping mechanisms and even of sleep, can have a profound effect on the developing child. They may appear quieter, troubled, easily alarmed. They may lead to panic attacks and even self harm, physically or digitally.”



"Children can find it alarming that the infrastructure of their week has been abandoned however logical the reason. The suddenness of it all may induce panic attacks, a loss of self-control, as the child feels their own intellect no longer informs their personal judgements accurately."



The loss of friendship and social interaction could trigger a bereavement response in some of our children. They will grieve for that group of peers, who not only give them angst, but also affirm them as the person they want to be.



“I was preparing to run a marathon, but
now they tell me there is no race!”

An A level student



“There will be many students who are young carers, and this loss of freedom will be combined with a weight of responsibility that will have made academic learning feel inconsequential.”



“Anxiety, trauma and bereavement are powerful forces. For them all to appear at once in an untimely and unplanned fashion is significant for the developing child. Our children are vulnerable at this time, and their mental-health fragile.”



Loss Generates 4 Consequences

- Bereavement
- Attachment
- Anxiety
- Trauma



Secure attachment and learning profile

Securely attached children are more likely to be:



- ✓ better problem-solvers
- ✓ more curious
- ✓ have increased quality and duration of learning
- ✓ **have higher academic achievement**

Securely attached children are more likely to be:



- ✓ co-operative and self-regulative
- ✓ less likely to develop emotional and behavioural problems
- ✓ more socially empathetic and less biased in interpreting behaviour of others
- ✓ more self-aware (self-knowledge)





'Anxiety is a key block to learning. It can prevent the imprint on the brain.'

*McCulloch, A. (2008)
'Mental health and teaching'*

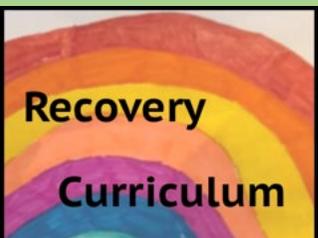


**The anxious child
is not a learning
child!**



The Recovery Curriculum

- a construct
- built through compassionate leadership
- aims and values
- best informed judgements
- a personalised response

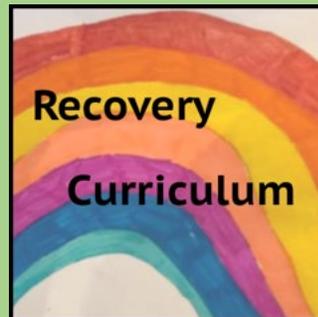


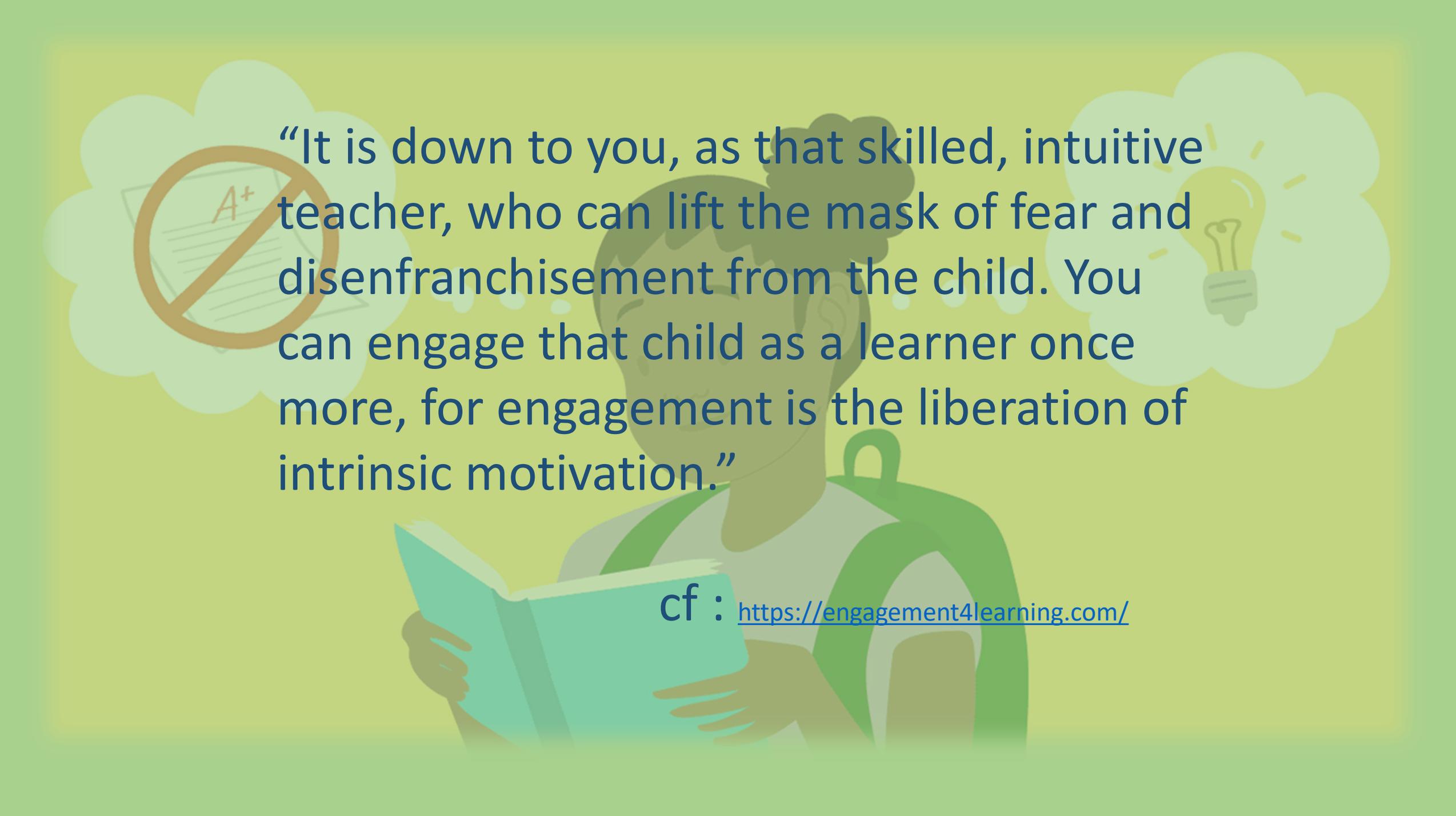
The 5 Levers

- Lever 1:** *Relationships - Reach out to greet - don't automatically expect them to return joyfully.*
- Lever 2:** *Community - Engage, listen, understand, grow together.*
- Lever 3:** *Metacognition - Explicitly scaffold teaching to grow confidence as a learner.*
- Lever 4:** *Transparent Curriculum - co-construct to show them how you are addressing the gaps.*
- Lever 5:** *Space - to be, to rediscover self-image, concept, esteem and confidence.*

Phases of the Recovery Curriculum

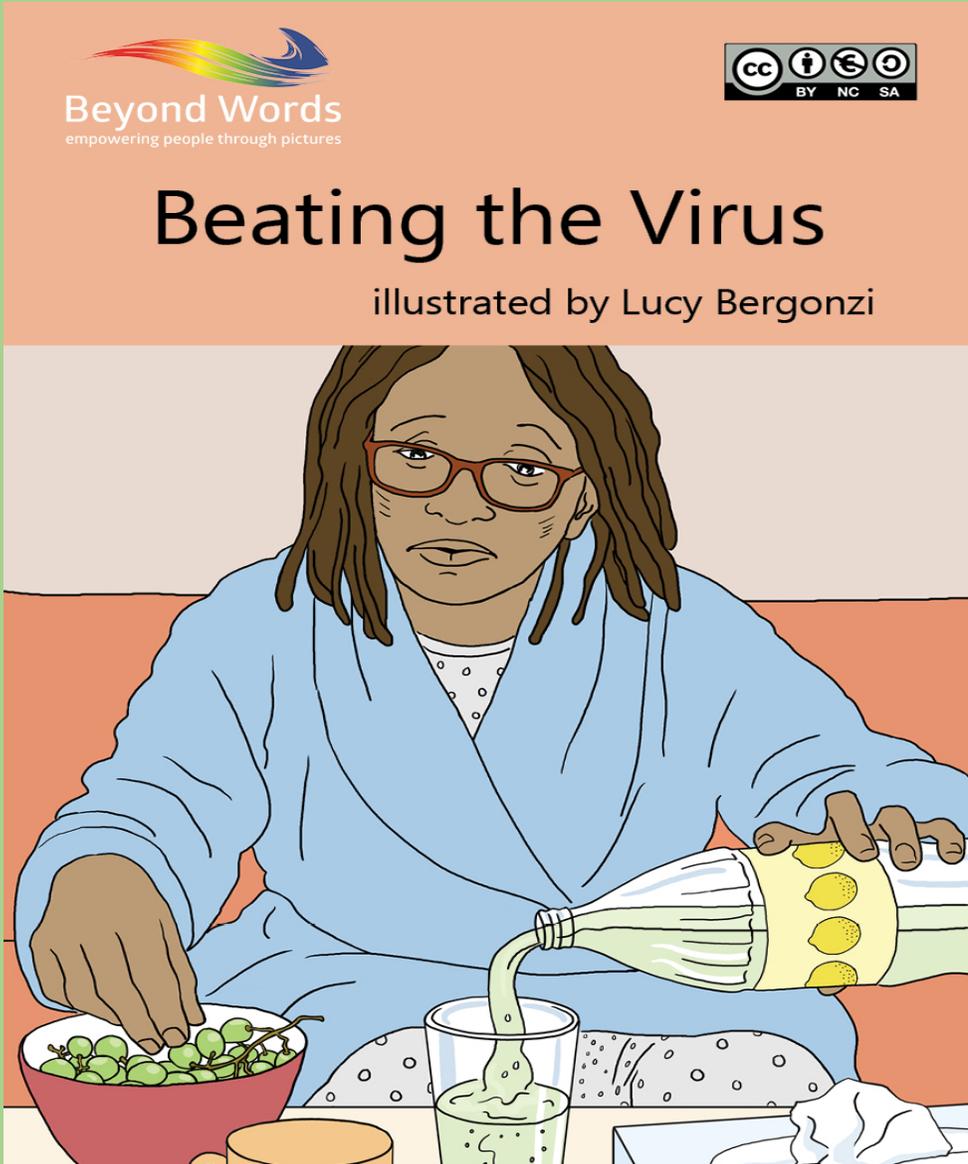
- ❖ holistic recovery, for all
- ❖ focussed recovery ... a personalised, needs led approach
- ❖ deep recovery - enabling a longer period of exploration of the trauma



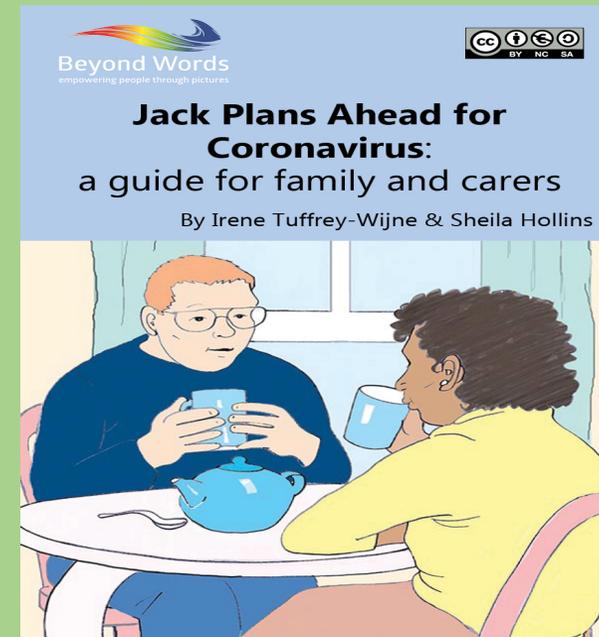
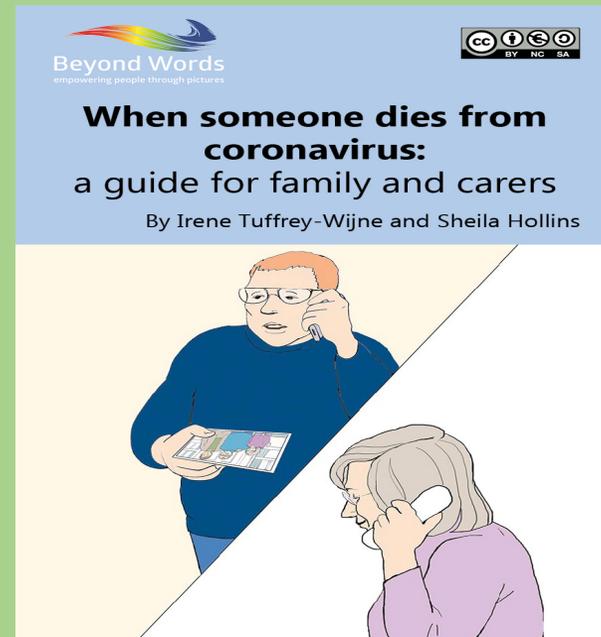
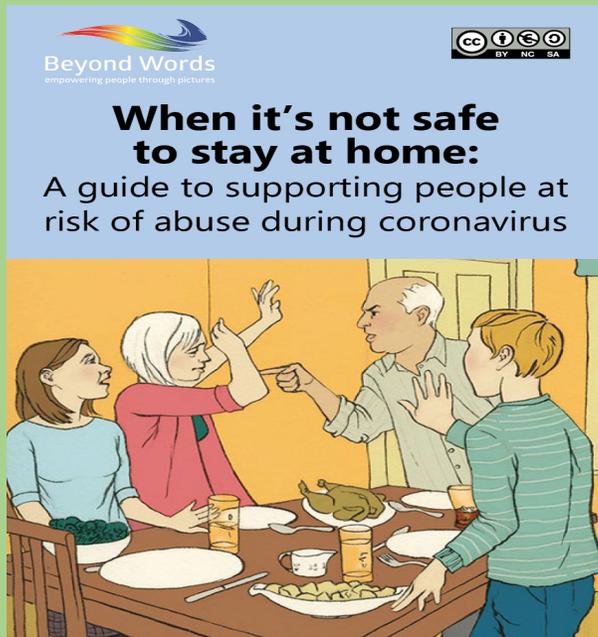
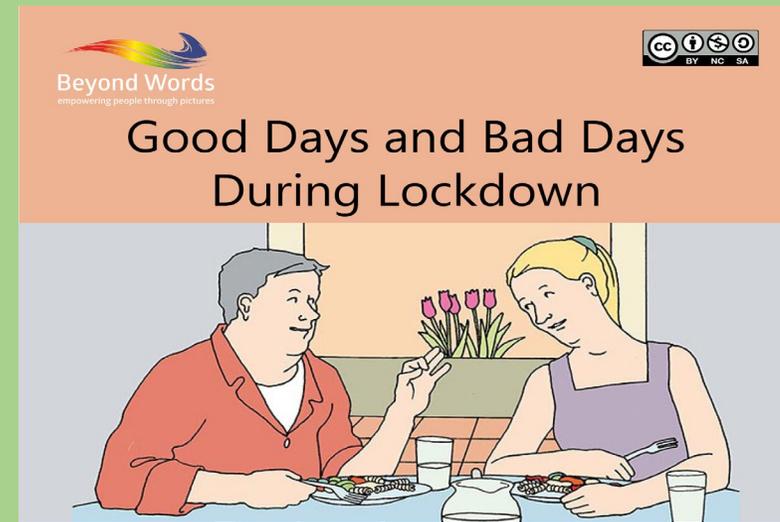
A stylized illustration of a young child with dark skin and curly hair, wearing a green backpack and reading a blue book. The background is a soft green gradient. Two thought bubbles are present: one on the left containing a document with 'A+' and a red prohibition sign, and one on the right containing a glowing yellow lightbulb.

“It is down to you, as that skilled, intuitive teacher, who can lift the mask of fear and disenfranchisement from the child. You can engage that child as a learner once more, for engagement is the liberation of intrinsic motivation.”

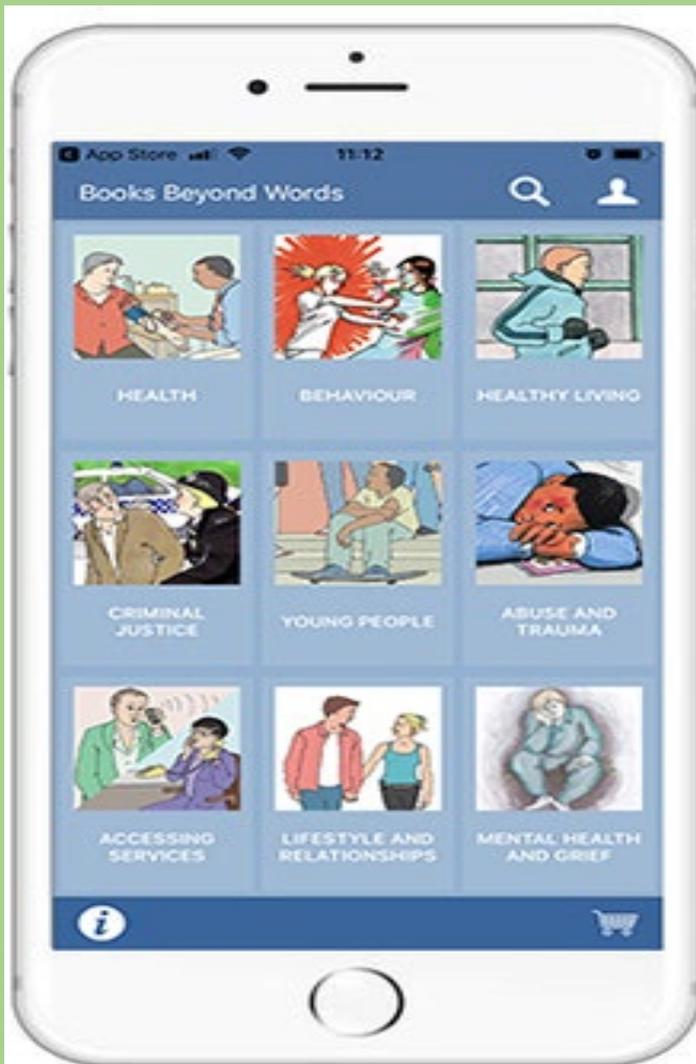
cf : <https://engagement4learning.com/>



More **FREE** resources from Beyond Words to support people through the coronavirus pandemic:



Go to: www.booksbeyondwords.co.uk/coping-with-coronavirus



The **BW Story App** breaks down all of our picture stories into short, searchable snippets between 2-9 pictures long.

Available for your smartphone and tablet on both Apple and Android, the app makes it quick and easy to find pictures that will help you to support the person or people you care about.

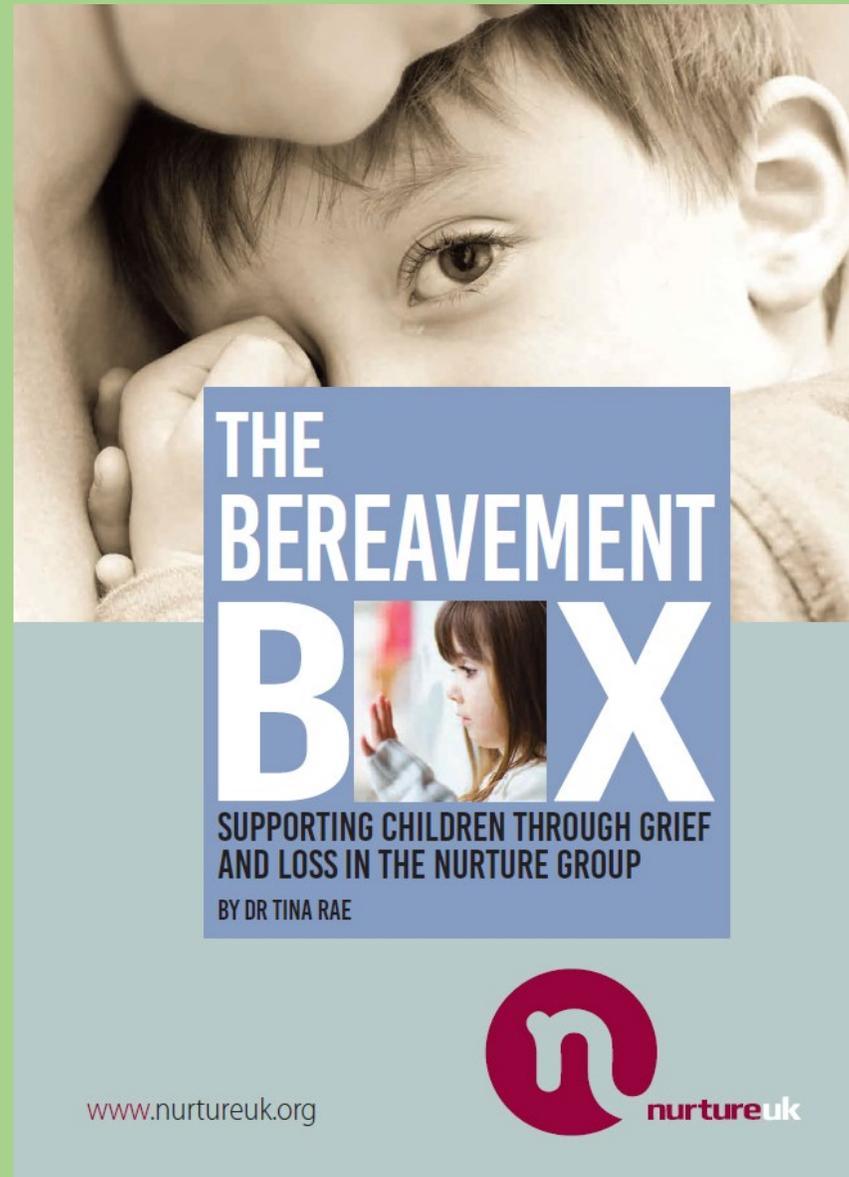
Download the app with limited taster content for **FREE**.



More information at: www.booksbeyondwords.co.uk/bw-story-app



Available from
www.nutureuk.org





60 Sensory Minutes



WELL BEING TOOL KIT for Mental Health Leads

A comprehensive training resource to support emotional wellbeing in education & social care



TINA RAE, AMY SUCH & JO WOOD



HINTON HOUSE Mental Health Essential

Well Being Tool Kit for Mental Health Leads – A Comprehensive training resource to support well being in education and care
Hinton House publishers
http://www.hintonpublishers.com/isbn_template.php?isbn=978-1-912112-65-4



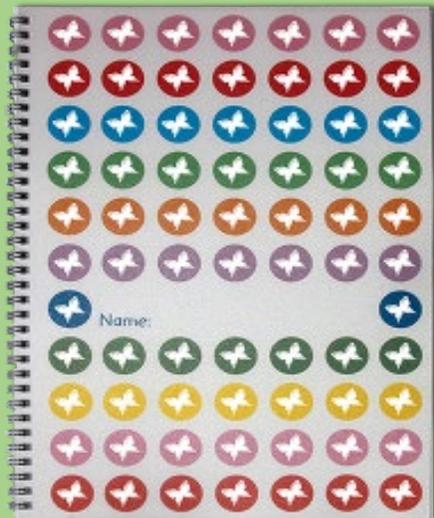
Mental Health Resources



Journals- from www.butterflyprint.co.uk

Four different designed journals .to be used as they are, then through action research staff will personalise for each pupil.

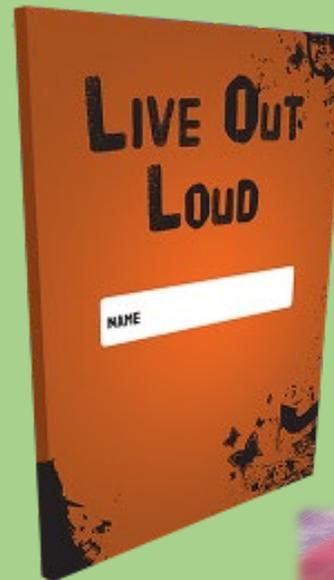
KS1-2



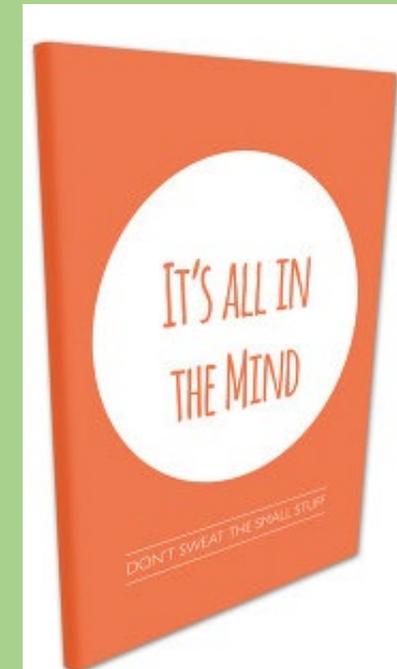
KS2-3



KS3-4



KS4-5



Happy



OR



Sad



How do we engage the disengaged ?

Happiness Box



cf; <https://barrycarpentereducation.com/2020/05/11/happiness-box/>



“Our unwritten relationships curriculum must restore the damage of neglect; it must be a Curriculum of Recovery. Now is the time to address the damage of loss and trauma, so that it does not rob our children of their lifelong opportunities. Now is the time to ensure that we restore **mental wealth** in our children, so that their aspirations for their future, can be a vision that becomes, one day, a reality.”



“What is the best response to global epidemic of physical and mental problems among young people?”

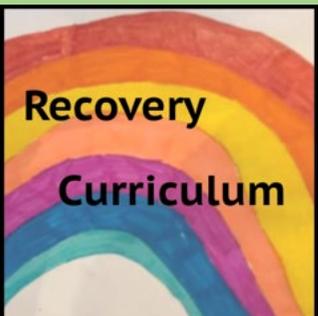
At this point in history, we need creativity, care and compassion on a scale that we have never witnessed before.”

Professor Andy Hargreaves, (2016)



**He aroha whakatō, he aroha ka
puta mai.**

**If kindness is shown, then kindness is
what you shall receive**



Contact details

www.barrycarpentereducation.com

www.engagement4learning.com

<http://www.recoverycurriculum.org>



Returning to School

Curriculum Issues

Clive Davies OBE

What to expect?

<input type="checkbox"/> Issues related to staff well-being	<ul style="list-style-type: none">• Motivation
<input type="checkbox"/> Issues related to re-establishing routines and expectations	<ul style="list-style-type: none">• Separation anxieties
<input type="checkbox"/> Children's different experiences during lockdown	<ul style="list-style-type: none">• Children who were at school and those who were not
<input type="checkbox"/> Safeguarding	<ul style="list-style-type: none">• Disclosures
<input type="checkbox"/> Transition	<ul style="list-style-type: none">• New Reception or EY intake• Year 6 leavers
<input type="checkbox"/> Special Needs	<ul style="list-style-type: none">• Settling back into routines
<input type="checkbox"/> Curriculum	<ul style="list-style-type: none">• Reading• Mathematics• Science• Wider Curriculum - Opportunities

Reading

What are the issues?

- As we are all aware, we cannot afford to let children miss out on reading regularly, and for many, supported regularly
- This is particularly the case for younger children who are at the point of becoming independent readers
- It is also important for older children with regard to their reading fluency
- However, in reality there will be those children that will have read regularly (daily) and others who will not have read at all during the lockdown
- Despite messages from schools to implore parents to ensure their children's reading activities are being kept up, the length of the lockdown will inevitably mean that some parents have not been able to keep up the regular support their child/ren need

Children may have gone from regular phonics input to little or no input

Reading

What are the action that are needed?

- With younger children, in phonics groups, there probably will be a need to reassess where they are as quickly as possible and provide programmes to help and support them to get back to where they were and be in a good position to springboard on from there
- English or reading leaders need to support staff in providing additional 'bridging' activities for younger children in particular, be aware of new staff, especially NQTs
- It may mean that for a short-period, leaders may need to recommend additional-phonics sessions for those that have slipped backwards
- There may be a need to introduce an addition 'quiet reading time' for older, independent readers to help them get back into the swing of regular reading
- Look for more opportunities to provide children with reading challenges, in some cases it could be related to the book being read to the class
- Ensure children are carrying out research which requires them to read to obtain the information they need

Reading

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none"> • As we are all aware, we cannot afford to let children miss out on reading regularly • This is particularly the case for younger children who are at the point of becoming independent readers • It is also important for older children with regard to their reading fluency • However, in reality there will be those children that will have read regularly (daily) and others who will not have read at all during the lockdown • Despite messages from schools to implore parents to ensure their children's reading activities are being kept up, the length of the lockdown will inevitably mean that some parents have not been able to keep up the regular support their child/ren need • Children may have gone from regular phonics input to little or no input 	<ul style="list-style-type: none"> • With younger children, in phonics groups, there may be a need to reassess where they are as quickly as possible and provide programmes to help and support them to get back to where they were and be in a good position to springboard on from there • English or reading leaders need to support staff in providing additional 'bridging' activities for younger children in particular • It may mean that for a short-period, leaders may need to recommend additional-phonics sessions for those that have slipped backwards • There may be a need to introduce an addition 'quiet reading time' for older, independent readers to help them get back into the swing of regular reading • Look for more opportunities to provide children with reading challenges, in some cases it could be related to the book being read to the class • Ensure children are carrying out research which requires them to read to obtain the information they need 	<ul style="list-style-type: none"> • Children have been placed into appropriate phonics groups • Catch-up programmes have been successfully implemented by staff • English (or reading) leaders have supported all staff in ensuring that the bridging activities are appropriate and supportive • Where needed, additional phonics sessions have been organised to support children in need • Additional quiet reading periods have been established for older children • Reading aloud to the class is prioritised with staff choosing books that grab the children's interest • Children are being directed to carry out more research which involves reading

The Core Curriculum

What are the issues?

- As we are following a very prescribed curriculum, there will be a need to consider how you are going to make adjustments
- The maths and science curriculum are presented on a year by year basis, and with as much as at least a term being missed there is a need to consider how to make adjustments.
- In mathematics, for example, suppose Year 3 missed out on the fractions unit from the Year 3 curriculum, how will they cope with the Year 4 fractions unit
- Similarly, in science if Year 2 missed the plants unit, how will they cope with the plants unit within Year 4
- For English, reading is the main issue (as mentioned) it may be slightly easier to close the gap because the English curriculum of the National Curriculum is outlined in two-yearly blocks
- However, most schools will have set up their own year group expectation in reading, writing, grammar, spelling and vocabulary

The Core Curriculum

What are the action that are needed?

- Subject leader for mathematics to work with senior leaders to identify the potential gaps in learning
- Subject leader for mathematics to work with senior leaders to make necessary adjustments, e.g. fraction work for Year 3 to be combined with fractions work with Year 4
- Similarly, subject leader for science to work with senior leaders to identify potential gaps in learning
- Subject leader for science to work with senior leaders to help close the gaps, e.g. combine plants work for Years 2 and 3
- English subject leader to carry out survey across the school to consider which elements of learning has been missed and then put forward suggested adjustments moving forwards

The Core Curriculum

Issue	Actions Needed	Success Criteria
<ul style="list-style-type: none">• As we are following a very prescribed curriculum, there will be a need to consider how you are going to make adjustments• The maths and science curriculum are presented on a year by year basis, and with as much as at least a term being missed there is a need to consider how to make adjustments.• For English, reading is the main issue (see next page) it may be slightly easier to close the gap because the English curriculum of the National Curriculum is outlined in two-yearly blocks	<ul style="list-style-type: none">• Subject leader for mathematics to work with senior leaders to identify the potential gaps in learning• Subject leader for mathematics to work with senior leaders to make necessary adjustments, e.g. fraction work for Year 3 to be combined with fractions work with Year 4• Similarly, subject leader for science to work with senior leaders to identify potential gaps in learning• Subject leader for science to work with senior leaders to help close the gaps, e.g. combine plants work for Years 2 and 3• English subject leader to carry out survey across the school to consider which elements of learning has been missed and then put forward suggested adjustments moving forwards	<ul style="list-style-type: none">• A closing the gap plan has been established and presented to staff for both mathematics and science• All teachers are comfortable and confident with the adjustments made in mathematics and science• English leaders have carried out their surveys and have made adjustments needed• Staff have been presented with the changes to the English curriculum and have made the necessary changes

Non Core Subjects: Focussing on History, Geography, Art and DT

- This could be a period of great opportunity
- Particularly for subject leaders
- Most schools have their coverage in place
- Some may need some minor adjustments
- However, where history and geography are concerned is there enough focus on the main concepts
- Similarly, for art and DT is there enough focus on progression
- Here are some thoughts
- The unfortunate set of circumstances could well allow leaders and subject leaders to review where they have got to

Curriculum Intent – Curriculum Design

Principles:

- ❑ History and Geography delivered in 3-element blocks (18 to 24 hours per unit)
- ❑ History and Geography – 3 units each per year
- ❑ Agreed progression/ sequence of learning already in place
- ❑ Huge focus on activating prior learning
- ❑ Planning has high focus 3 weeks before delivery (3 forms of entry)
- ❑ Knowledge Mats key to the process
- ❑ Clearly defined concepts agreed for each of history and geography
- ❑ Aim for art and DT (which are delivered in 1 weekly blocks per term) to have their sequence and progression identified through the year groups but draw their content from the history and geography learning
- ❑ Ensure that there are regular (at least 3 a week) retrieval lessons built in – 20 -30 mins maximum

Curriculum Intent – Curriculum Design: HISTORY

History Units		
Element 1	Focus on relevance/ location/ timeline/ general overview	<ul style="list-style-type: none">• <i>Start Great fire of London by considering Grenfell Tower</i>• <i>Consider the role the Manchester/ Liverpool canal had in the rivalry between Manchester and Liverpool</i>• <i>How the climate played a part in Yorkshire being focused on wool and Lancashire on cotton</i>
Element 2	Focus on causation and empathy – ‘What was life like?’	<ul style="list-style-type: none">• <i>Trying to empathise with the Roman soldiers who invaded Britain</i>• <i>Recognising the passion behind Boudica's resistance</i>
Element 3	Case Study – in-depth look at a specific feature	<ul style="list-style-type: none">• <i>Focus on Skara Brae as part of the Stone age study</i>• <i>Focus on the fort at Castleshaw and what it was used for as part of the Roman study</i>• <i>Focus on Alfred the Great or ‘law and order’ as part of the study of the Anglo-Saxons</i>

What is a time line?



Put in significant

Children should place at least 4 major events in their life on the timeline. They should use a box for each, as shown below.

I was born

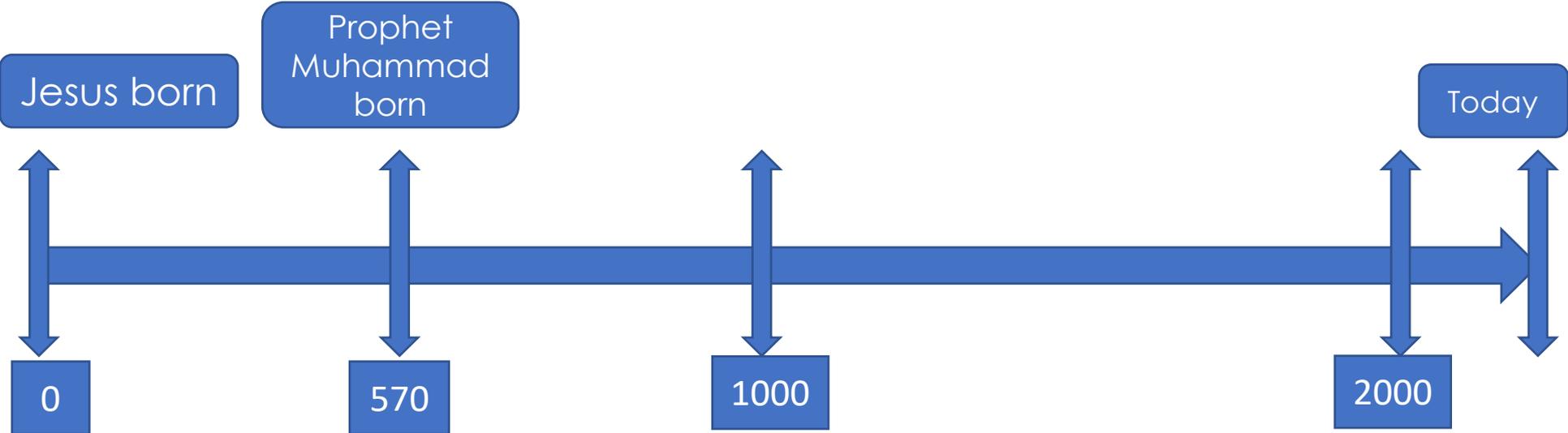
Here are some ideas for them to think of:

- Brother or sister born
- Special holiday
- Christening
- Got a pet (dog or cat)
- Learned to ride a bike
- Read my first book
- Could write my name

When did the Great Fire of London happen?



Place this icon in the correct place on the timeline.



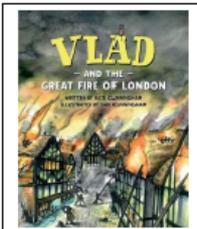
History Unit: Year 2: Beyond Living Memory The Great Fire of London

Issues related to Long-term Memory and Metacognition	Pre-Learning
<p>Review of previous learning</p> <ul style="list-style-type: none"> ▪ The unit starts with finding out what pupils already know about the Great Fire of London. ▪ It is important that pupils are allowed to do this because evidence is conclusive that alerting pupils to what they know is hugely supportive of long-term memory because you are then adding to the schema they already have, making it easier for pupils to recall key knowledge and information later. <p>Encouraging pupils' questions</p> <ul style="list-style-type: none"> ▪ Throughout the unit pupils are being encouraged to come up with their own questions. ▪ Activities will be deliberately set that requires pupils to ask their own questions based on the learning they have received. Example, the Chase Game in Element 3. ▪ Research tells us that if pupils can create their own questions about what they have learned they are more likely to recall information in the future. <p>Reflect on the Learning that has taken place</p> <ul style="list-style-type: none"> ▪ At the end of the unit of learning an activity needs to be organised that helps pupils to recall the learning. This can be in different forms. It could be a power point presentation, a short video clip or even a display. The main focus is to present their learning to the class as a whole. 	<ul style="list-style-type: none"> ▪ Get pupils to talk about anything they know either about London and/or the Great Fire of London. ▪ Pupils should be able to articulate that a long time ago life was different to what it is like now. ▪ They should be able to build on the knowledge they gained in Year 1 about history within living memory.
	Post Learning
	<ul style="list-style-type: none"> ▪ When the unit of work has finished there will be opportunities for pupils to revisit the learning via regular review sessions (no more than 15 min). These sessions will be part of the historical reviews that will take place ▪ In addition, at the end of the learning the staff (with support from pupils) should create a memory board about the key knowledge and skills that have been learned.

Year 2: History: Beyond Living Memory: The Great fire of London

Expectations

- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries
- Know about an event or events that happened long ago, even before their grandparents were born
- Know what we use today instead of a number of older given artefacts
- Know that children's lives today are different to those of children a long time ago



Element 1: Concepts: relevance/ location/ timeline/ general overview

- Start by focusing on **timelines**
 - Ensure that you have a timeline that focuses on when they were born and any significant event that has happened to them personally during their life. (e.g. birth of sibling, etc.)
 - Then provide a line that starts with the birth of Christ, birth of the Prophet Muhammad and where we are today. Place the time the Great Fire of London occurred on this individual timeline.
- **Locate** London on a map of the UK.
 - Talk about important features in London, i.e. Buckingham Palace, Houses of Parliament.
 - Now locate Pudding Lane (show the children picture of monument to the pupils)
 - Relevance: Remind children of a recent London fire: The Grenfell Towers. Use the following link if need be. The main focus will be on 'Why did the Grenfell Fire not spread?' but the Great Fire of London destroyed a large part of London.

<https://www.bing.com/videos/search?q=the+grenfell+tower+video&&view=detail&mid=F814F3DA0971D6A5AE74F814F3DA0971D6A5AE74&rvsmid=29EFB4E7B7CCD26EE86E29EFB4E7B7CCD26EE86E&FORM=VDQVAP>

- Use the book 'Vlad and the Great Fire of London' by Kate Cunningham to relate the story of the Great Fire and the way it spread. Use the following two links to help children's understanding.

<https://www.bing.com/videos/search?q=video+of+great+fire+of+London+for+children&view=detail&mid=7C557F14A78FBBA36AB77C557F14A78FBBA36AB7&FORM=VIRE>

<http://www.fireoflondon.org.uk/game/>

Year 2: History: Beyond Living Memory: The Great fire of London



Element 2: Causation and Empathy:

What was it like? What did they use (resources)

- **Building empathy**

- Gain an understanding as to why it was so difficult to put out the fire.
- Start by looking at different materials, wood, paper, stone, etc.
- Teacher to set each on fire (if possible) time the time it takes to burn out.
- Consider what fire-fighting appliances were like in 1666.
- Let children look at a range of fire-fighting equipment such as shown in the illustrations on the left, include a picture of the leather bucket found 50 years ago but believed to be the same as the type that would have been used to tackle the great fire.
- Use the following internet link:

<https://www.bing.com/images/search?q=oldest+fire+fighting+appliances&apvt=oldest+fire+fighting+appliances&FORM=IGRE>



- Children to bring in water 'guns' and load them from buckets of water. Squirt them against a wall to see how far they could reach.
- Children to consider how difficult it would be to control a fire when they had to fetch the water from the river and then use the equipment available to them at the time.
- Create a human chain and see how long it would take to get water from one end of the playground to the next.
- Now get children to consider what fire fighters use today.
- This may involve a visit from fire fighters or a visit to a fire station.
- Also look at fire extinguishers

Year 2: History: Beyond Living Memory: The Great fire of London



Element 3: Concept: Case Study, Deeper understanding of an issue

Case Study: Samuel Pepys

- Ensure children know that Samuel Pepys lived over 300 years ago and wrote about two of the most important events in English history.
- Use the internet link to find out more about him:

<https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/zhqxcqt>

- Ensure children know what a diary is by keeping a personal diary of the week.
- Use images of the fire so that children get a sense of its ferocity.
- Provide children with several facts about the Great Fire, e.g. the fire burned out of control for 3 days; the fire started on Sunday, September 2nd.
- When children have a number of facts, they will then work with a partner to create a number of questions.
- The questions will be used for partners to challenge each other using the Great Fire of London Chase Game set out below.

1	2	3	4	5	winners	5	4	3	2	1
										

Time for Reflection

Year 2: Art: The Great fire of London

Art expectations for this unit related to Year 2

- Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk & pastels.
- Use 3 different grades of pencils
- Draw from own observations
- Use different brush sizes and types.
- Experiment with tones and shades of the colours, mixing white and black/ dark colours.
- Know how to mix secondary colours and name them.
- Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc
- Use some of the studied artists to create pictures in the style of their works, copying techniques to reproduce the artwork.
- Develop and record their ideas through painting, drawing, and sculpture in response to first-hand observations,

Create a piece of art work based on the Great Fire of London

- o Start by looking at some images created by well-known artists of the Great Fire. The two images below should help.



- o Pupils should be encouraged to look at some of the techniques used by the artists. For example, in the first painting the way in which the smoke has been represented and in the second the way in which the fire has been created.
- o Pupils should then use their sketchbooks (although not compulsory until Key Stage 2, I would use sketchbooks throughout).
- o On the first example pupils could experiment by winding wool. i.e. red, yellow, orange, white and black and see if they could create a similar effect. They could also experiment in their sketchbooks with pencil, paint, pastel and charcoal.
- o With the second example they could blow paint onto a glued surface to see what effect they could create.



They could then look at examples like the one to the left and see if they would wish to create a silhouette before applying their ideas to their finished piece.

Curriculum Intent – Curriculum Design: GEOGRAPHY

Geography Units

Element 1

Using maps to locate any necessary countries/ counties/ cities, etc.
Knowledge focus
OS maps (age appropriate)

- *Locating the four capital cities of the UK and naming prominent rivers/ mountains as well as nearest city/ town or village to the school*
- *Use terms like latitude and longitude; hemisphere*

Element 2

Human and physical features

- *Considering why a city was built where it was*
- *Considering the development of places like Dubai/ New York or London*
- *Considering the importance of ports linked to trading*

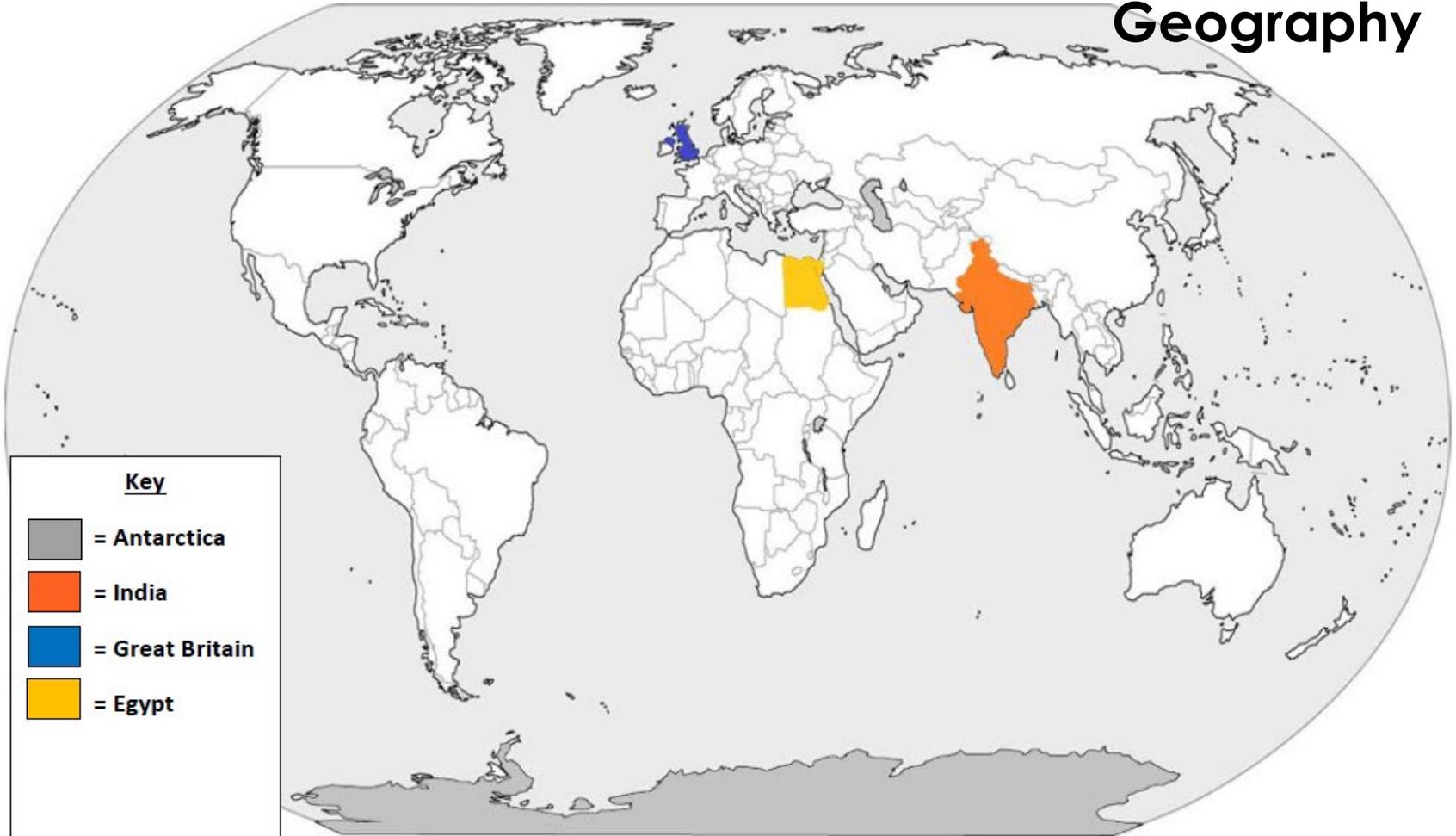
Element 3

Local context

- *Why does our town/ city/ village exist in the first place*
- *What brought people to live here and how has this changed over the years*
- *Impact of rainforests on us?*
- *Global warming*

My world map

Key Stage 2: Geography



Key

-  = Antarctica
-  = India
-  = Great Britain
-  = Egypt

Year 5: Geography: Rainforests

Expectations	Week 1: Focus on relevance/ location/ timeline/ general overview What is a rainforest and why should they matter to us all?
<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. describe and understand key aspects of physical geography, including, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 	<ul style="list-style-type: none"> Start by focusing on locations <ul style="list-style-type: none"> Use a world map to locate many of the world's rainforests. Know what is meant by a biome <ul style="list-style-type: none"> A biome is a major ecological community extending over a large area and usually characterised by plants and animals which are adapted to that particular environment. Main biomes: tropical rainforest, desert, temperate forest (deciduous), grassland (temperate), savannah (tropical grassland), taiga forest (coniferous), tundra, marine and freshwater. Focus on what a rainforest is. <ul style="list-style-type: none"> Start by watching the internet link below: <div style="border: 1px solid black; padding: 5px; text-align: center;"> https://www.youtube.com/watch?v=JEsV5rabVnQ </div> Pupils need to know about the different layers of the rainforest as shown below: <div style="text-align: center;"> </div>
<p>Key Knowledge and Skills to be acquired</p> <ul style="list-style-type: none"> Pupils should know where many of the world's rainforest are situated Pupils should know about the main features of a rainforest Pupils should use the terms: biome, emergent layer, canopy, understory and forest floor 	<p>Pupils should have one of these two books read to them:</p> <div style="display: flex; justify-content: space-around;"> </div>

Year 5: Geography: Rainforests



Week 2: Physical and Human features of the geography

Why are the rainforest endangered and what does this mean to the world?

- Start by focusing on deforestation and look at the positive and negative features of this.
 - Watch this internet link:

<https://www.bbc.com/education/clips/zfp34wx>

<https://www.bing.com/videos/search?q=Arguments+about+protecting+the+Amazonian+Rainforest+KS2&&view=detail&mid=98624371BBA60D45010C98624371BBA60D45010C&&FORM=VRD GAR&ru=%2Fvideos%2Fsearch%3Fq%3DArguments%2Babout%2Bprotecting%2Bthe%2BAmazonian%2BRainforest%2BK%26%26FORM%3DVVVXX>

- Consider all the issues associated with deforestation, especially in relation to human and physical features.
- On the negative side pupils need to be aware that animals and plants are endangered.
- Big businesses and farming are changing the nature of the area at the expense of the rainforest and the local populations. The sheer size of the rainforest means that what is happening in places like Amazonia has an effect upon the rest of the world.
 - Explain what 'Endangered' means - A species which has been categorised as likely to become extinct.
 - Extinction- The extinction of a species of plant or animal is the death of all its remaining living members.
- On the positive side, people need to use the land for different purposes, e.g. farming. They also need to use the wood for industrial reasons.
- Explain that only around 6% of the Earth's land surface is rainforest - but about half of all animal and plant species live there.
- Pupils should find out more about the endangered creatures. They should watch the following internet clip:

<https://www.youtube.com/watch?v=-SJoWNjmZAA>

Year 5: Geography: Rainforests



Week 3: Focus on the Amazon and the rainforest that surrounds it.

Why should we all be concerned about the Amazon rainforest?

- Explain that the **Amazon rainforest** is a wondrous and beautiful place, full of mighty rivers and lush green trees and beneath its glossy green exterior, it's working hard to provide the world with countless benefits.
- Explain that without the Amazon the entire world's climates would be thrown off, the atmosphere would be polluted with billions of tonnes of carbon dioxide.
- Help pupils to know about '**Biodiversity**' and that 10% of the world's biodiversity would be lost without the Amazon rainforest, and we may never find cures for many modern-day diseases.
- **Biodiversity** is the web of life because many microorganisms, plants and animals interact with each other.
- **Explore websites like:**

https://wwf.panda.org/knowledge_hub/where_we_work/amazon/about_the_amazon/why_amazon_important/

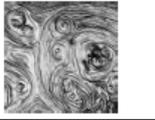
- Then watch the following internet link:

<https://www.bing.com/videos/search?q=Arguments+about+protecting+the+Amazon+Rainforest+KS2&view=detail&mid=A755F377D95C41C4C8CAA755F377D95C41C4C8CA&FORM=VIRE>

- Explain to pupils about global warming and the link with the rainforest. Use the following website to explain the situation:

<https://www.natgeokids.com/uk/discover/geography/general-geography/what-is-climate-change/>

Year 5: Art: Rainforests

Expectations	Can you create a print using the large leaves of rainforest plants as your inspiration?
<p>Sketchbooks:</p> <ul style="list-style-type: none"> experiment by using marks and lines to produce texture experiment with shading to create mood and feeling experiment with media to create emotion in art know how to use images created, scanned and found; altering them where necessary to create art <p>Drawing, Sculpture, Painting:</p> <ul style="list-style-type: none"> know how to use shading to create mood and feeling know how to organise line, tone, shape and colour to represent figures and forms in movement. know how to express emotion in art know how to create an accurate print design following given criteria. <p>Study of great artists:</p> <ul style="list-style-type: none"> research the work of an artist and use their work to replicate a style 	<ul style="list-style-type: none"> Pupils will start by observing the work of Henri Rousseau. <ul style="list-style-type: none"> They will learn that Henri Rousseau was a French artist who loved painting jungle scenes even though he had never been in a jungle. He gained his inspiration by visiting the botanical gardens in Paris. Ask pupils to look carefully at his work and to notice large leaves as a central theme. Much of Rousseau's work is inspired by nature. Two examples of his work are set out below. Much of the wallpaper or curtains in our homes that have a pattern usually started from looking at leaves and plants in the environment. <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <ul style="list-style-type: none"> Pupils will be asked to experiment in their sketchbooks, in the first instance. They will also look at the following examples: <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Pupils will be encouraged to experiment in the following way:</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> </div>



1. THE CONTEXT OF INSPECTIONS AND FINDINGS BEFORE LOCKDOWN AND ANY FURTHER UPDATE IN TERMS OF OFSTED THINKING:

Luke 18:27

But he said, "What is impossible with men is possible with God."

1. **No definite date when normal inspections will resume/**
addressing any back log but:
2. A working theory:
 - i. Assuring Parents schools are looking after their children and educating them well.
 - ii. Recognise education has been substantially disrupted and will continue to be.
 - iii. Support schools to think and plan for the circumstances.

2. EIF is flexible enough and work already done on curriculum will help leaders to structure the return, i.e. why teach this, why now .

3. HMCI – says “Ofsted will not be judging schools per se on their response to Covid 19”.

- No specific expectation from the Gov., - standards for home learning or online learning on which to judge schools on.

- (US – has established online learning standards – yielding poor academic outcomes? Can we learn lessons? EDT Report. 2020)

- **But will look at – how Schools recognised the starting points and level of achievement which isn't where it might have been and more importantly what are they doing to move and help them catch up swiftly**

- (VP/DA – EEF's chief executive, Prof. Becky Francis writes “...past decade's progress in narrowing the gap will be...reversed by the combination of economic hardship and school closures caused by Covid-19,“)

4. Ofsted's RAM (Risk Assessment Model) will need to be reconsidered.



2. Schools having good data and yet going into RI or worse, because of the quality of education judgement.

This has actually happened to one of our schools which had the best data within the LA and green on the progress measures.

Galatians 6:9

And let us not grow weary of doing good, for in due season we will reap, if we do not give up.

Please note: The comments I make are my own, I do not represent or speak on behalf of OFSTED in capacity, shape way or form and I am not authorised to do so. I speak from my experiences as a School Improvement Consultant and present what leaders have disclosed about their experiences.

Quality of Education:

Leaders Must be planned and prepared for;

1. The top level conversation - important and complex.
2. Must consider evidence used – evaluated/validated /quality assured.
3. This opportunity not always well used – leading to inaccurate view of strength and weakness – so it is not simply about the historical published data.
4. What is systemic / typical, What does **quality** within curriculum mean (IBoE/SDG4)???

Don't do it for OFSTED do it because it is right for your pupils to have an impact driven enjoyable curriculum – (1) inclusive and equitable, (2) characterised by quality learning, (3) promoting lifelong learning, and (4) relevant to holistic development. !!

Intent:

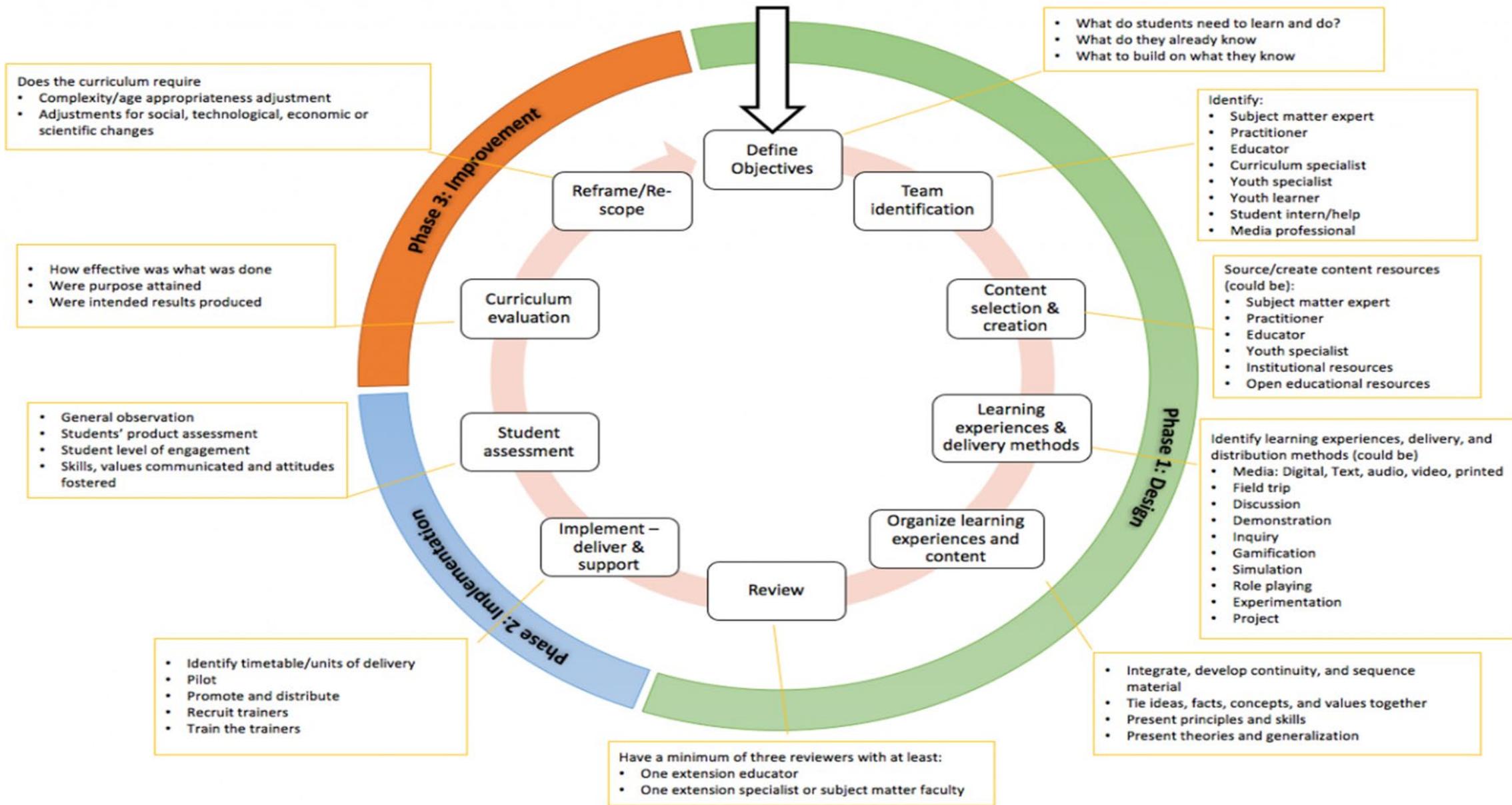
- **Context & Evidence based research** driven curriculum design and learning at different stages.
- Published schemes – delivered but not understood well by all.

Implementation – DEEP DIVES - Typical/Systemic

- **Evidence gathering** - 6 methodologies **interconnected** do pupils know more, remember more and able to do more – (data or results do not feature here).
- **Learning is an alteration in long-term memory.** If nothing has altered in long-term memory, nothing has been learned.
- Progress is knowing more remembering more and doing more.

Impact

- A well-constructed, well-taught curriculum will lead to strong progress and results because - results will reflect what pupils have learned.
- Pupils disclose what /how they learn/are supported – SATs preparation linked to missed curriculum – curriculum issues.



Phases in Curriculum Development



3. Can you tell us what that should mean at school level?

– subject leads and classroom teachers because we hear that SLTs are mostly getting it but this is not always trickling down to the classroom or to the people having a deep dive done.

Isaiah 41:10

Fear not, for I am with you; be not dismayed, for I am your God; I will strengthen you, I will help you, I will uphold you with my righteous right hand.

Key: Shift attention to pupils learning – all actions drive and underpin this.

- Develop a clear vision/aims/values/ processes that are understood and can be articulated by all(NQTS) and centred on robust school evaluation, evidence/impact and priorities.
- Have aspirational Leadership at all levels – thinking outside of the box/wider remit – cultural capital/mastery across all subjects.
- Unpick EIF criteria
- Impact driven CPD
- Workload and work-life balance by leaders??
- Do all understand the improvements that are being secured and next steps?
- 19 areas/questions to promote thinking and working on a starting point for common lang.

Draft/A3 Monitoring: Deep Dive Discussion with Subject Leaders (Evidence for BPS 16.1.20) PT - RE – September 19																		Subject Leader:	
How:	Through Staff Meetings/	Through Staff meetings/	Through Staff meetings/	Through Visits to classes/	Through Staff meetings/	Through Visits to classes/	Through Visits to classes/	Through Visits to classes/ Discussions with teachers	Through Staff meetings/	Through Staff meetings/Visits to classes/	Through Visits to classes/	Through Staff meetings/ visits to classes/	Through Staff meetings/ visits to classes/	Through Staff meetings/ visits to classes/	Through staff meeting/	Through staff meeting/	Through staff meeting/ visits to classes/ lesson observations/	Through Staff meetings/ visits to classes/ lessons observations/	
What Evidence:	SDW Planning check, pupils' work, NC Target Tracker In School Discussion with SL, CT, WS, LV, DP.	Planning check over time, Pupils' work In School Discussion with SL, CT, WS, LV	Planning check over time, Pupils' work In School Discussion with SL, CT, WS, LV	Discussion with pupils In School Discussion with SL, CT, DP.	Planning of pupils' work SL, CT, DP, WS	Pupils' work, discussion with pupils. In School Discussion with SL, CT, WS, LV, DP.	Pupil discussions LV, SL, CT	Displays, working wall, methods used, pupils' books. SL, CT, SL, LV, WS	Planning & pupils' work Blooms taxonomy SL, DP, SLT	Discussions with pupils and pupils' work BA & PD	Discussions with pupils, pupils' work, LV	Planning pupils work, Pupil voice, LV	Work scrutiny, Hearing Readers, LV	Planning pupils work, Pupil voice, CT, SL	Planning pupils work, Pupil voice, SL, SLT	Data BARE/ ARE/ ABE/ GD/ Security of Knowledge WS, DP	Planning check SL, CT, WS	Pupils' work, visits to classrooms SLSLT, WS	Subject leader feeds, pupils work, planning SLSL, SL
Focus on:	SDW Sequence of learning/ improvements secured/ connectedness	Errors – systematic airings gaps	Mistakes – Teaching initiated?	Opportunities to learn the subject outside of school.	Impact of homework on learning.	Fluency, technical vocabulary, Subject principles being used to secure concepts (NC)	Development of the Quality of discussion and debate	Security of staff subject knowledge, NC.	Interventions Support, Challenge, greater depth, mastery, Differentiation.	School values evident in pupils books/work/ ethics & Attitudes.	The quality of retention, techniques used in class rooms, Pupil voice.	The impact of induction and training on staff & pupils learning, improvements secured.	Phonics/ Early reading/ Reading/ Basic skills, Spelling, presentation, Pride, productivity,	Quality of assessment and use made to plan next steps by teacher.	Subject leader monitoring includes knowing what each pupil can and can't do/ using assessments, Interventions (what & impact)	Outcomes are in line or above/ equality/ inclusion SEND/D4/ Other Cultural Capital.	Coverage is adequate for times of year. Trackers, NC.		
Strengths	MAS Mention SACRE Agreed syllabus – P5 to KS1 and KS2. Detailed planning. Configured to area intelligence.	SL aware of misconceptions – Islam, Learning missed. Faithful have no commonalities.	SL clear from misconceptions – Difference between AT1 about and AT2, from Religion views 1	First visit to mosque – places, denominations within faith, Arabic faith, Visiting faith leaders.	Some evidence. Tech lang used – MAS – word banks available	Higher level class MAS used and believes across school. Most of written – evidence available form guiding questions.	SDW in place a long time, staff changes.	Planning in place – delivered via PFA, Question strings through MAS. Stronger in Y3, 4, 5 taught by the same person.	Yes in work and attitude, did at least, not necessarily Readiness, respect and safe.	Positive over the years, 1 repeated in 3, 5 GD, Y2 repeated 4 and 6. E.g. Judas.			WB SL, WB In place for each unit of RE. Assessment TA	Working towards are more clearly identified. Picked with interventions in other schools.	Assessments in place		Other lesson development – key questions, videos, Teaching Activities AT1, A2 and outcomes.	One paper for Subject Interc, implementation and impact.	
Weaknesses	Croydon scheme being explored more in detail through relationship to real life and – topics – e.g. who judges me!	Staff workshop session	AT 2 further work	Quizzes – with other schools MAS	Area for development in general	To develop technical vocab – Map in place but to introduce	Undertake Lesson Visits. Gather some evidence	Staff meeting urgently needed	Year 5/6 RE is not always taught. Blooms Taxonomy Develop ownership.	Gather evidence through monitoring.	Children being assessed for gaps like	Gather evidence through monitoring.	Gather evidence through monitoring.	To continue	Considered a soft subject by staff. Explore arrangements for WB.	To begin using the Assessment as a SL.	Introduce a method to ascertain coverage in current monitoring sheets. To identify what coverage pupil percentage are based on.	Gather evidence. Through pupil work scrutiny.	RE Audit using MAS. Current Learning, professional knowledge AT1 identified in SL Action Plan.
KEY ACTIONS:	<ul style="list-style-type: none"> Curriculum Staff Audit. Start work portfolio of pupil work. Explore and find a solution agreed with SLT to support pupils operating below ARE. Explored via email – quizzes based on MAS with local schools. 																		
Improvements Since last monitoring activity, see f/- above.																			
	Gets your head around the subject you are leading, how I get my subject in line. Helpful and really useful. Making me think in a slightly different way to before.																		

1. **Sequence/connectedness**/Thinking and Linking – depth/mastery.
2. **Errors /Mistakes** - why interventions might not be working?
3. **Learning beyond school** - flex skills – develop confidence.
4. **Impact of homework** on learning – policy and agreed practice?
5. **Fluency, Mastery**, technical vocabulary, subject principles used to secure NC concepts.
6. **Discussion and debate**
7. **CPD** Subject knowledge// impact on learners.
8. **Interventions** – impact of Care Guidance and support/Component resourcing.
9. **School values** in practice/age and stage.
10. Retention/**alteration in memory** - knowing & remembering more/ Pupil voice. BA/PD
11. **Induction and training** - staff & pupils.
12. **Phonics/Early reading**/ transferring reading skills/Basic skills/8 Ps.
13. **Assessment** used to plan next steps?
14. **Subject leader monitoring** - knowing what each pupil can and can't do/ assessments/
- subject Interventions (what & impact)
15. **Outcomes** are in line or above/equality/inclusion/SEND/DA/Other/ Cultural Capital.
16. **Security of Coverage** adequate for time of (know, learn, do and understand more).
17. **Pedagogy/ Methodology** used consistently
18. **Ambitious** intent, implementation and impact clearly evident & fully in place.
19. What Curriculum **Audits**, Subject SEF, Action Plans, component resourcing/Unit resourcing.



4. On the basis of what you have seen so far,
what do school teachers and governors
need to know?

Philippians 4:13

I can do all things through him who strengthens me.

Teachers – Pedagogy

- Be clear - Why this and why now?
- Prior learning for new learning and next steps ?
- Effective use - Formative assessment and feedback?
- Securing reading and basic skills,
- Progress and learning/ recall/memory.
- All Pupils – articulate & connect prior learning fluently.
- Creative deployment of adults /volunteers - even more important.
- Professional discussion around curriculum planning – adapation.

Governors – familiarity, understanding, duty & management :

- **Role/school** – against Covid 19 backdrop.
- **Monitor, challenge and support** school, impact of CPD.
- **Accurate evaluation** - evidence/impact.
- **SDP**- Summary sheet actions and impact secured.
- **IDSR** - Inspection summary data report .
- **Quality of education/curriculum** – Vision, Intent/ Implementation/ Impact - SWE/AFD
- Strengths in Reading and phonics
- **Targeted funding spend/impact** - DA/SEND/PPF/SF/Year 7 catch up.
- **Management of finances** (scheme of delegation).
- Governing board **spending accountability model** – supporting leaders - new expectations/challenges within already limited finances.
- **Safeguarding - Culture and compliance**, quality assurance /Covid19- possible rise in safeguarding cases.
- Awareness of **statutory duties**.
- How the curriculum promotes Personal development, behaviour and attitudes (**BV/SMSC/PSHE/Citizenship**)
 - Staff and pupil emotion, mental and physical well being amidst/post Covid19.

5. What might schools and staff be doing now to be in good shape?

Where there is no wise guidance, the nation falls, but in the multitude of counselors there is victory.
Proverbs 11:14

Consider this crisis as an opportunity to collaborate, empower and find solutions together.

Actions:

- Most difference to pupils – doing things differently, unlearning and relearning.
- Digital technology - develop and enhance learning for life/all year learning /educational dips?
- Smart and not?
- Curriculum structured:
 - to reignite love, desire and engagement for learning
 - Address lost learning – swiftly catch up /especially for SEND/Lower attainers/pupils making slow progress/no progress.
- The EEF/Sutton Trust most effective interventions.
- Inherent learning capacity - organise learning experiences – lesson from early years - don't tell/facilitate and observe – pupils make rapid progress.
- Think about the components/composites of each topic/subject - connectedness of learning.