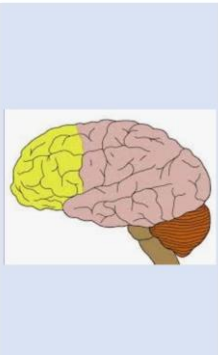




Kirkby Woodhouse School: Whole School Curriculum Implementation

Based on research

Supporting long term memory



- The **frontal cortex** contains parts of the brain that **connect new knowledge to prior knowledge** so that it is stored in long term memory.
- These cortex areas in children are quite immature and don't strengthen naturally until the late teenage years.
- Therefore **we need to specifically teach how to make use of this natural memory support** and encourage children to make connections to the schema they already have, whatever that schema may be.



Work on the Wild Side: Outdoor Learning and Schools

The project was able to pinpoint a number of positive findings:

- 95% of children surveyed said outdoor learning makes lessons more enjoyable
- 90% said they felt happier and healthier
- 93% of schools said outdoor learning improves pupils' social skills
- 92% of schools said it improves pupils' health and wellbeing and engages them with learning
- 85% of schools saw a positive impact on behaviour
- 90% of staff surveyed found outdoor learning to be useful for curriculum delivery
- 72% of schools reported that outdoor learning had a positive impact on teachers' health and wellbeing
- 79% of teachers surveyed said outdoor learning had a positive impact on their teaching practice and 69% said it had a positive impact on their professional development
- 72% said outdoor learning improved their health and wellbeing and 69% said it had a positive impact on their job satisfaction

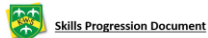


A blend of knowledge, skills and experiences to commit learning to long term memory

Linking Knowledge, Skills and Experiences

Tudors Knowledge Mat Year 5	Primary Sources/Artefacts	Vocabulary Expectations
End of Unit Quiz 1. How long did the Tudor period last? 2. Can you name all of the monarchs in the Tudor dynasty? 3. Can you tell me why Henry VIII founded the church of England? 4. Can you explain how Henry VIII's reign still affects the British Monarchy today? 5. Can you explain why Mary I was not crowned Queen ahead of her younger brother? 6. Can you explain how the Tudor dynasty began? 7. Can you explain why Spain launched an Armada to declare war against England? 8. Can you compare the period of history with the World Wars? What has stayed the same, what's different?	Non-Negotiable Knowledge Henry VIII was the first Tudor monarch and assumed power after the Battle of Bosworth Field in 1485. Henry VIII ended Britain's relationship with the Pope and the Catholic church which led to Britain becoming a Protestant country. Mary I tried to improve the relationship between Spain and Britain and make Britain a Catholic country again. Henry VIII was desperate for a son to succeed him as King. This had a key impact on the separation of Britain from the Pope in Rome. The Tudor period is the beginning to Britain's Golden Age where there is a growth in the arts, literature and exploration.	monarchy - A system of government where the king or queen is the most powerful. dynasty - A family or group who rule over a country for a long time. Power passes down to their children or relatives. successor - A person who inherits the throne after the king or queen dies. Protestant - A denomination of Christianity. Protestants don't recognise the pope as the head of the church and the voice of God. Catholic - The oldest and largest denomination of Christianity. The Pope is the leader of the Catholic Church. Reformation - An event that allowed the building of Protestant churches and the move away from Catholicism. armada - A large fleet of ships designed for war. dissolution - The ending of something together. E.g. The Pope being leader of the church in 1534. Reading Links MICHAEL MORPAGO, TERRY BEAN, THE TERRIBLE TUDORS, THE TUDOR

Knowledge organisers identify key knowledge



Skills Progression Document

History Learning Ladder – Year Five

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> Can you use dates and historical language in your work? Can you draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? Can you use your mathematical skills to work out exact time scales and differences in need? 	<ul style="list-style-type: none"> Can you describe historical events from the different periods? Do you understand how studied? Can you make comparisons between historical periods, explaining things that have changed and things which have stayed the same? Can you explain the role that Britain has had in spreading Christian values across the world? Can you begin to appreciate how religion can impact on politics? Do you appreciate that significant events in history have helped shape the country we have today? 	<ul style="list-style-type: none"> Can you test out a hypothesis in order to answer a question? Do you appreciate how historical artefacts have helped us understand more about British lives in the present and past?

Skills progression document from EYFS – Y6 Demonstrating what we know



Experiences beyond the classroom
(We don't put ALL the children in stocks)

Sequencing learning

TOPIC TITLE: THE TUDORS									
KNOWLEDGE ORGANISERS USED: THE TUDORS (HISTORY), PROPERTIES & CHANGES OF MATERIALS (SCIENCE), SIR FRANCIS DRAKE'S ROUTE (GEOGRAPHY)									
WRITING	SCIENCE	HISTORY	GEOGRAPHY	RE	DT	ART	MUSIC	COMPUTING	PE
Instructions/ Recipes – Tudor Baking Poetry – Remembrance Writing to Persuade – Mansfield Museum	Properties and Changes of Materials	The Tudors	Sir Francis Drake – The Spice Trail	Religion & the Individual (Christianity) Christmas	Baking / Cooking Sewing – Xmas Card/Decoration	Tudor Monarch Portraits Christmas Card Design- Sewing	Charangal – 'Adèle'	Presenting Data – Tudor Slides Databases – Argus Christmas Challenge	Indoor Athletics Dance Benchball Swimming
I can convert hours or minutes into verbs by adding a suffix. (e.g. –ate, –se, –ly).	Can you use dates and historical language in your work?	Can you use dates and historical language in your work?	Can you locate and name the main countries of Tudor exploration on a world map and atlas?	Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality.	Can you produce a detailed step-by-step plan?	Can you identify and draw simple objects, and use marks and lines to produce texture?	Can you change sounds or organise them differently to change the effect?	I can suggest why specific tools and applications have been used to be creative or present ideas in the world around us and discuss how these may benefit or disadvantage the user.	Can you link skills, techniques and ideas and apply them accurately and appropriately?
I have fluency, legibility and speed in my handwriting, which might be personal in style.	Can you explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible?	Can you draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?	Can you explain how the establishment of trade routes has helped cities to grow in population? - Can you give some examples?	Describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities.	Can you describe what you do to be both hygienic and safe?	Can you organise lines, tone, shape and colour to represent figures and forms in movement?	Can you compose music which meets specific criteria?	I can use text entry methods confidently and efficiently, including a standard keyboard.	Do you show good control in your movements?
I use adverbs or modal verbs to position an argument and indicate certainty or possibility.	Can you use the terms 'reversible' and 'irreversible'?	Can you use your mathematical skills to work out exact time scales and differences as need be?	Can you explain how a location fits into its wider geographical location, with reference to physical features?	How have you presented your product well?	Can you create a range of moods in your paintings?	Can you use your notations to record groups of moods in your chorals?	I can create a folder structure to organise my work.	Can you compare and comment on skills, techniques and ideas that you and others have used?	

Planning grids identify learning sequences and where learning is linked together and in which order learning is taught.

Year 5: Reversible and Irreversible Changes Knowledge Mat

Subject Specific Vocabulary	Changing states	End of Unit Quiz
solubility - Is a chemical property referring to the ability for a given substance, the solute, to dissolve in a solvent.		1. Give an example of every day objects that are transparent or conduct electricity and what these materials are used for.
conductivity - Conductivity defines a material's ability to conduct electricity.		2. Explain some different ways of separating materials.
transparency - In general, transparency is the quality of being easily seen through.		3. Describe this process of how to form a solution and separate a solution.
thermal evaporation - Something that is thermal is hot, retains heat, or has a warming effect. Evaporation is the process of a substance in a liquid state changing to a gaseous state due to an increase in temperature and/or pressure.		4. Give an example of an irreversible change and why it is irreversible.
dissolve - To dissolve is defined as to become broken up or absorbed by something or to disappear into something else.	Reversible Changes Reversible changes, such as mixing and dissolving solids and liquids together, can be reversed by: <ul style="list-style-type: none"> Sieving Filtering Evaporating 	5. Explain what you can do to speed up the process of dissolving.
sieving - Sieving is a method of filtering where objects are separated by size.		6. Give examples of materials you can separate by sieving.
thermal - Something that is thermal is hot, retains heat, or has a warming effect.		7. Explain the difference between filtering and sieving.
filtering - To filter a substance means to pass it through a device which is designed to remove certain particles contained within.	Irreversible Changes Irreversible changes often result in a new product that cannot be made from the original material (reactants). For example, burning wood produces ash. Mixing vinegar and milk produces curdled milk.	Pre-Learning Recap
melt - Melting is a physical process that results in the transition of a substance from a solid to a liquid.		1. Can you tell me some different materials that you have been learning about?
separate - Separate, part, and divide mean to break into parts or to keep apart.		2. Explain why materials are used for making specific objects. E.g. metal for spoons for example.
		3. Can you tell me some materials that are natural and some materials that are man-made?
		4. Can you tell me how you can change the shape of some materials?
		5. Can you tell me some materials and objects that can be stretched?

Knowledge is identified from previous year groups and is built upon in subsequent year groups.