

Preparing for the New Curriculum

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SHARE Museums East
a network of know how

What did the research involve?

- Focus: how can museums support the new primary curriculum?
- Main focus – history curriculum
- Hertfordshire & Bedfordshire network: eight museums & eight primary & infant schools
- North east network based in Swaffham: nine museums
- South east network based in Chelmsford: eight museums
- Two meetings for each network: Oct/Nov 2013 & Feb/Mar 2014

What did the research reveal?

- Climate schools are working in
- How schools are preparing for the curriculum
- Ways museums can support the curriculum

Be aware...pressures on teachers

- New curriculum is just one of the many initiatives they are dealing with.
- **What other government initiatives/factors are affecting school life currently?**
- Pupil premium
- General Election – will things change again?
- Tests, assessments
- phonics

Be aware...pressures on teachers

Key questions for headteachers :

- What does Ofsted expect?
- How do I ensure all students are progressing in their learning as fully as they should be?

Be aware...implications of new curriculum

- Higher expectations in Maths and English and science:
“By raising standards in basics such as reading, grammar, fractions and basic scientific concepts, children will be equipped to do more advanced work once they start secondary school.” Department of Education
- Will this squeeze out time on the foundation subjects & visits out of school?

“...the only issue is as we have started to implement the new curriculum ...it has much higher maths and literacy expectations for children lower down the school, so the older children are going to need the gaps filling in to meet these new expectations.. the gaps are being filled through grammar tests, giving them packs of things to learn at home.. we don't have the space to be more creative where maths and literacy are concerned.. e.g. With Fractions, I had to do what in theory they should have done in Yr3 & 4, until they could do the Yr5 work...”

Year 5 teacher

Be aware...implications of new curriculum

- Greater flexibility over subject content in foundation subjects



Be awarefactors affecting schools' preparation for new curriculum

- No funding for new curriculum resources or training from central government
- Removal of assessment levels

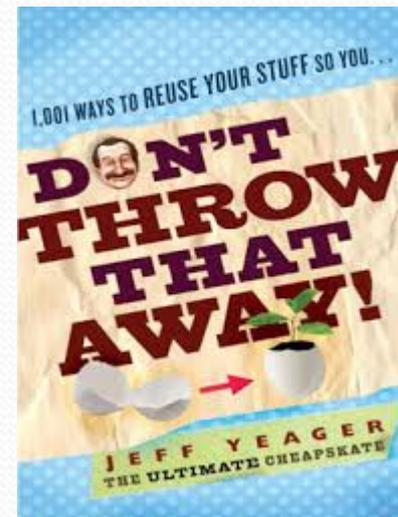
Top Tips...

Don't panic!

- Much of content in current curriculum is still there, you just need to tell it in slightly different way
- You are not alone: tap into support networks
- You don't need to cover everything, just focus on your collections' strengths

Top tips... review current offer

- Don't chuck out what you already have- tweak it



Top tips...Local, local,local

- Play to strengths - use what is available e.g. Local sites, collections, local stories; signpost to other who can help
- Use the local area as much as possible

Local strengths: Much Hadham Forge Museum



Top tip : be cross curricular

Literacy

- Using the story of Jack O' Legs children write a play script and then act out. Either use the puppets made in art or children act out. Film and then show on the white-board.
- Children to write their own Myths and legends.
- Children to write a newspaper report reporting the incident.
- The Pied Piper of Hamelin By Robert Browning.
- Comic strip

PE

- Archery

History

- What was it like at the time Jack lived?

Medieval Britain

Black Death

Domesday Book

Differences between rich and poor

Punishment

- Use of museum Loan box to look at objects from the period.

Local History Unit

Jack O'Legs

Cross-curricula planning ideas

Starting point: Museum workshop and visit to

Weston woods and Church

Art

- Make Puppets of Jack O' Legs

PSHE

- Was Jack a villain or a hero? Debate

D and T

- Make bread
- Make sugar mice

Myths.e2bn.org/mythsandlegends/textonly37-the-giant-jack-o-legs.html

Cross curricular: Time & Tide Museum planning template

Mathematics (Yr1)

Number: Fractions: recognise & name equal parts of an object – $\frac{1}{2}$ & $\frac{1}{4}$

Multiplication: solve one-step problems involving multiplication & division using concrete objects

Geometry: Recognise 2D & 3D shapes

- Counting & solving problems using Noah's Ark pairs of animals

History

Changes within living memory

Skills: Questioning, Change & continuity, Similarity & Difference, Develop wide vocabulary of historical terms

- Comparing old and new toys
- Sequencing toys
- Labelling toys

English – Spoken Language

Articulate & justify answers

use spoken language to develop understanding through speculating, and exploring ideas

- Discussions in small groups, exploring how the toys work
- Presenting back to whole class

KS1: Toys & Childhood

SMSC

Cultural development

- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities

SCIENCE

Materials subject content Y1 & 2

- Grouping toys according to materials
- Discussing why toys have been made of these materials
- Describing simple properties of the toys' materials

Top Tip...communicate with schools

- Museums to access school networks e.g. professional study groups, cluster groups, staff meetings
- Personal relationships are important
- Communicate – have personal contact and dialogue
- Take the time to meet people – show what you do



*“We want teachers to think of us as educational partners,
working in coordination with us rather than the bit they think of at the end.. .”*

Chelmsford Museum staff

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Other regional project:

- *Preparing for the new curriculum – supporting Fenland Five Museums & Burwell Museum (shortly to be available as pdf on SHARE website)*