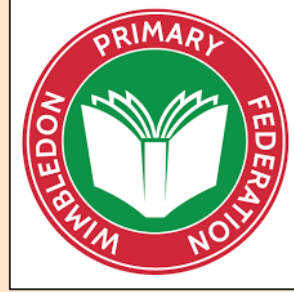


# PARENT EDUCATION EVENING TEACHING FOR REMEMBERING

**Thursday 14th October 2021**

# Aims of the session:



- Share the cognitive science research behind our teaching approach at WPPS.
- Demonstrate how this thinking translates into our daily practice at WPPS.

# Our curriculum design



1. Our curriculum content is selected because it is **powerful knowledge**.

2. We teach and assess our curriculum in ways that helps pupils to remember it.

# Why has our curriculum design changed in recent years?

- Shift in focus by Ofsted which puts the wider curriculum in focus.
- Opportunity to refine our curriculum thinking further.

# Our new wider curriculum



## Wimbledon Park Primary School

### Curriculum Concepts

#### History

Civilization (settlement)
Conflict
Invasion
Leadership (individuals)
Systems of governance (empire, parliament, democracy)
Continuity & change
Cause & consequence
Similarities & difference
Connections
Chronology

#### Computing

Logic
Algorithms
Responsibility
Technological competence

#### Geography

Change over time
Spatial variation
Population activity
Location
Interaction between human & physical geography

#### Art

Creativity
Appreciation
History of art (impact, time, place, culture, artists, movements)
Proficiency

#### Languages

Communication
Culture

# Our new wider curriculum

	Autumn	Spring	Summer
1	<p><b>Changes in my home</b>  Where do you live? (inc. weather)  <b>Friedensreich Hundertwasser</b>  Technology Around Us  Grouping Data  Playgrounds  Everyday materials  Seasonal changes (1 lesson for Autumn and 1 for Winter)  Sing the Pulse  In tune  Introductions  Colours &amp; opinions  Seaside nouns  Farm animals</p>	<p><b>The Royal Family</b>  UK/British Isles  Digital Painting  Moving a Robot  <b>Royal Coat of Arms</b>  <b>Post Impressionism</b>  Animals including humans  Seasonal changes (1 for Spring)  Fruity Rhythms  "Rumble in the Jungle"  Weather song</p>	<p><b>Florence Nightingale and Mary Seacole</b>  The Caribbean  <b>Matisse</b>  Digital Writing  Programming Animations  Plants  Seasonal changes (1 for summer)  <b>Nonsense Songs and Sonsense Nongs</b>  In C  Weather (in France)  "Bonjour Milo"  Under the sea</p>
2	<p><b>The Gunpowder Plot</b>  Where do you live?  <b>Van Gogh</b>  Information Technology Around Us  Robot Algorithms  Air- rockets (pneumatics)  Living things and their habitats  Consolidation (year 1)  Singing around  <b>Rhythm Builder</b>  Paris Landmarks  Anniversaire à la Ferme story</p>	<p><b>The Great Fire of London</b>  The Seven Continents  Digital Photography  Introduction to Quizzes  Dips and dippers  Uses of everyday materials  Plants  Getting Loopy with Your Beatbox  Transport  "Le Ballon Rouge" Film  Phonemes</p>	<p><b>Civil Rights and Social Activists</b>  Australia  <b>Picasso</b>  Pictograms  Making Music  Animals including humans  Consolidation (year 2)  Hammertime  <b>West African Percussion 1</b>  Bonjour Milo Rainforest  Ice Cream flavours</p>
3	<p><b>Stone Age to Iron Age</b>  Villages, Towns and Cities  <b>Quentin Blake</b>  Connecting Computers</p>	<p><b>Ancient Egypt</b>  Rivers and Basins  Sequence in Music  Desktop Publishing</p>	<p><b>Victorian London</b>  London and South East  <b>Monet</b>  Branching Databases</p>

# Our new wider curriculum

W/C Monday 13th September 2021

LO: To begin to understand life in the Maya civilization.

CT

Key vocabulary: Maya civilisation, culture, high society, commoner, ruler, royalty, noblemen, warrior, craftsmen, farmer, slave, hierarchy,

Retrieval Practice:

1. Where did the Mayas live?
2. What is that area called now?
3. What countries are in this region?
4. When did the Mayas exist?
5. Name the three periods during the Maya civilisation.

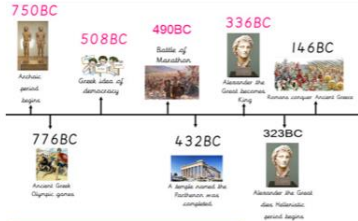
## Year 4: Ancient Greece

### Ancient Greek Society

Ancient Greece was split into many **different states**, each one was ruled in its own way with its own **laws, government** and **money** but they did share the same language

The two most important city states were **Athens** and **Sparta**. They often fought each other however, sometimes they joined together to fight against a bigger enemy, like the **Persian Empire**.

### Key Historical Periods



### Olympic Games

- The Greeks loved sport and the Olympic Games were the biggest sporting event in the ancient calendar
- They began over 2,700 years ago in Olympia
- The ancient games were a religious festival, held in honour of Zeus.
- Many games we play today originated from Ancient Greece

### Who were the some of the great thinkers?



### Persian Soldier



Key Word	Definition
Democracy	type of government where the people can take part in the decisions that affect the way their community is run
Marathon	town in Ancient Greece where the Battle of Marathon (490 BC) took place
Thermopile	place in Ancient Greece where the Persian wars took place
Hellenistic period	period in Greek history which lasted from 323-31 BC, followed by the Roman Empire
Archaic period	period in Greek history which lasted from 700-480 BC in which Ancient Greece was organised into Polis

## Foundation - History - Autumn 1 Week 2

Form description

Where did the Ancient Mayas live?

- Central America
- South America
- North America

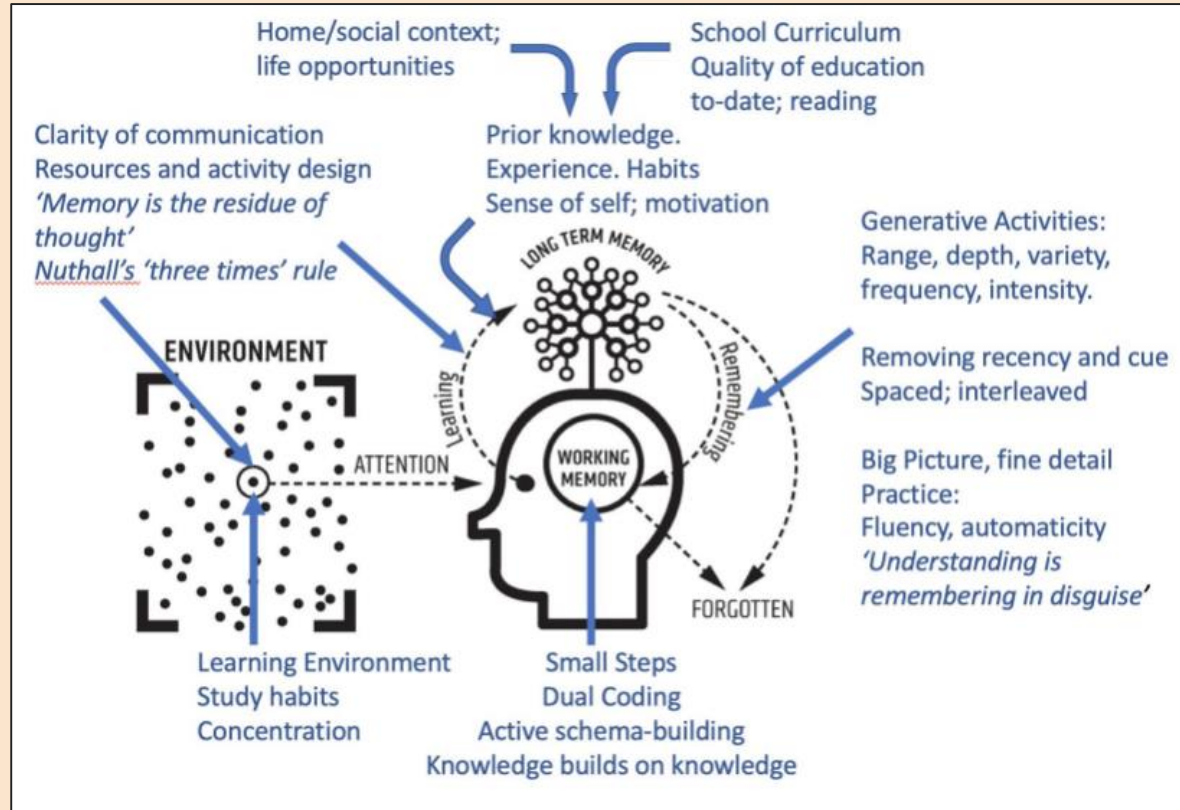
OFSTED define learning as....

“an alteration in long-term memory.”

“If nothing has altered in long-term memory, nothing has been learned.”



# The big picture: Developing Long Term Memory



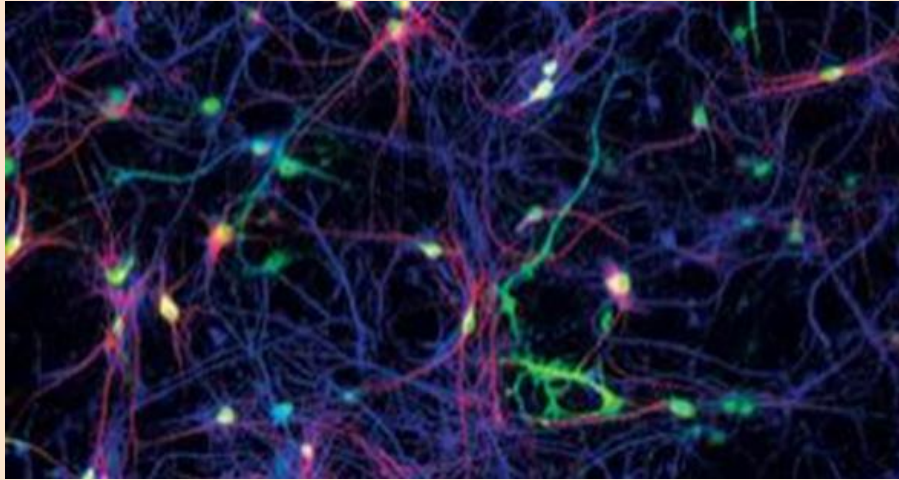
# Research led practice

## Aims as teachers:

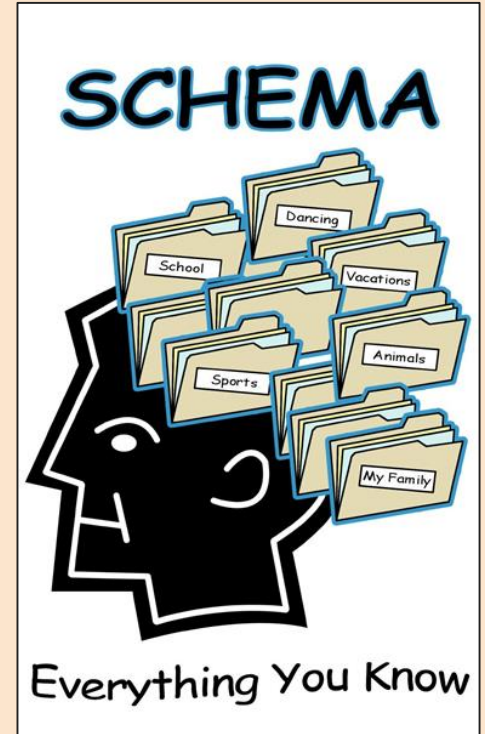
1. Build powerful Long Term Memory
2. Manage 'thinking' in Working Memory

Development of a learning community rooted in research so that teaching and learning are as effective as possible.

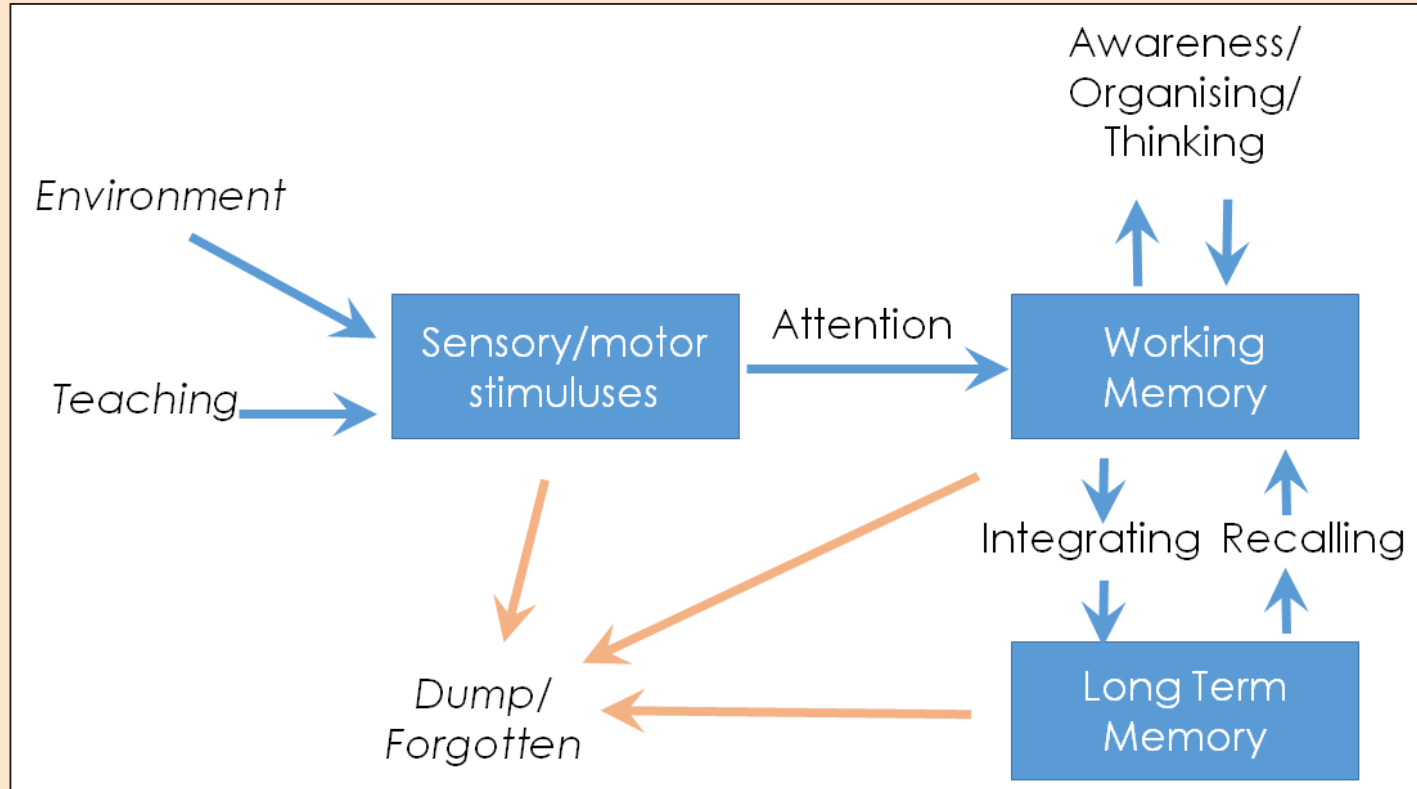
# The brain has essentially unlimited capacity



# Long term memory is organised into associated chunks



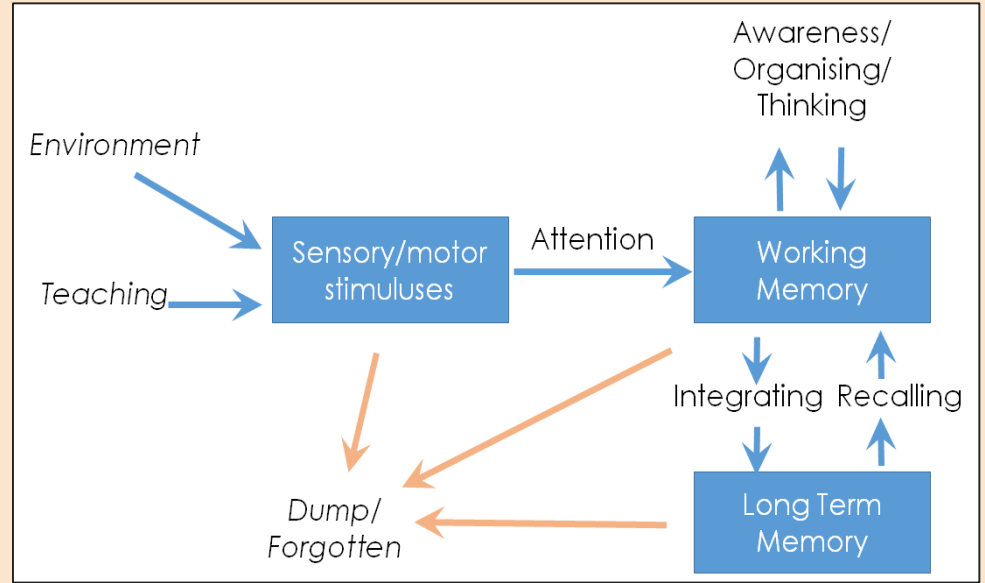
# A model of learning



# Limited Working Memory



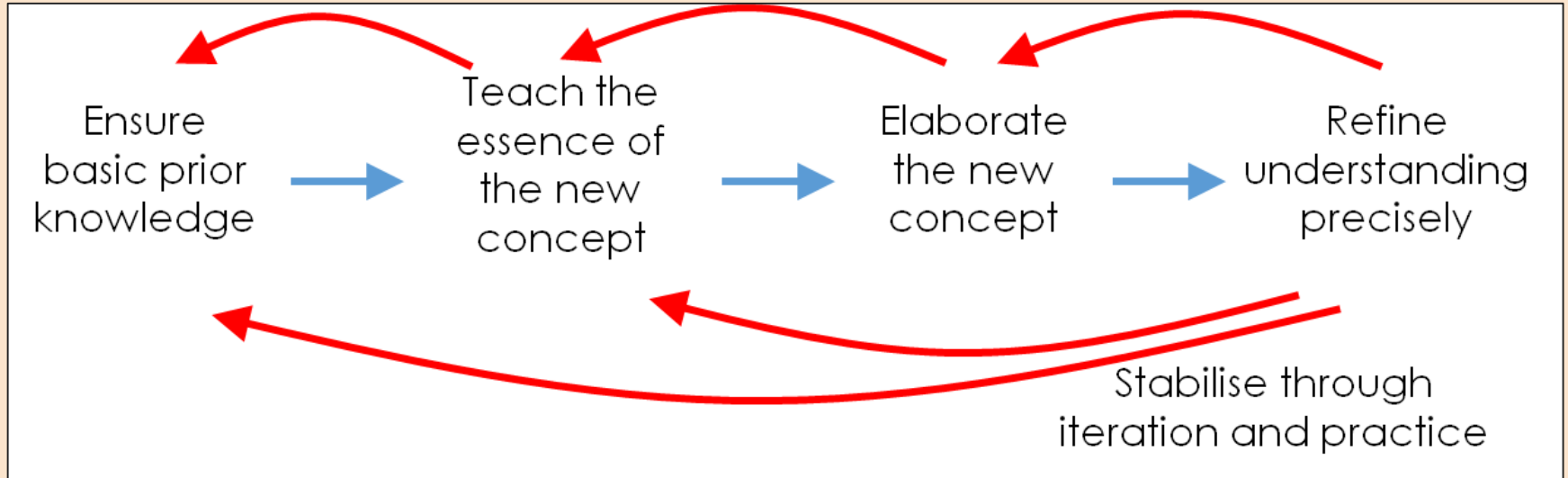
From 18 seconds - 1 minute



# Limited Working Memory

1. What was the first item on the conveyor belt? Luggage set
2. Which item came after the golf clubs? Blender
3. What was the second to last item? Doll's house
4. Which item came before the cuddly toy? Picnic basket
5. What was the third item on the conveyor belt? Microwave

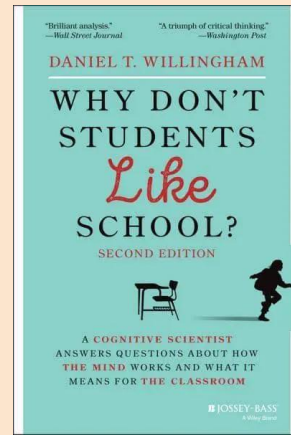
# A model for new learning





# Dan Willingham's 5 lessons

1. Memory is the residue of thought
2. The power of stories
3. Understanding is remembering in disguise
4. Deep knowledge is the goal; shallow knowledge comes first
5. Is drilling worth it? The power of practise



# 1. Memory is the residue of thought

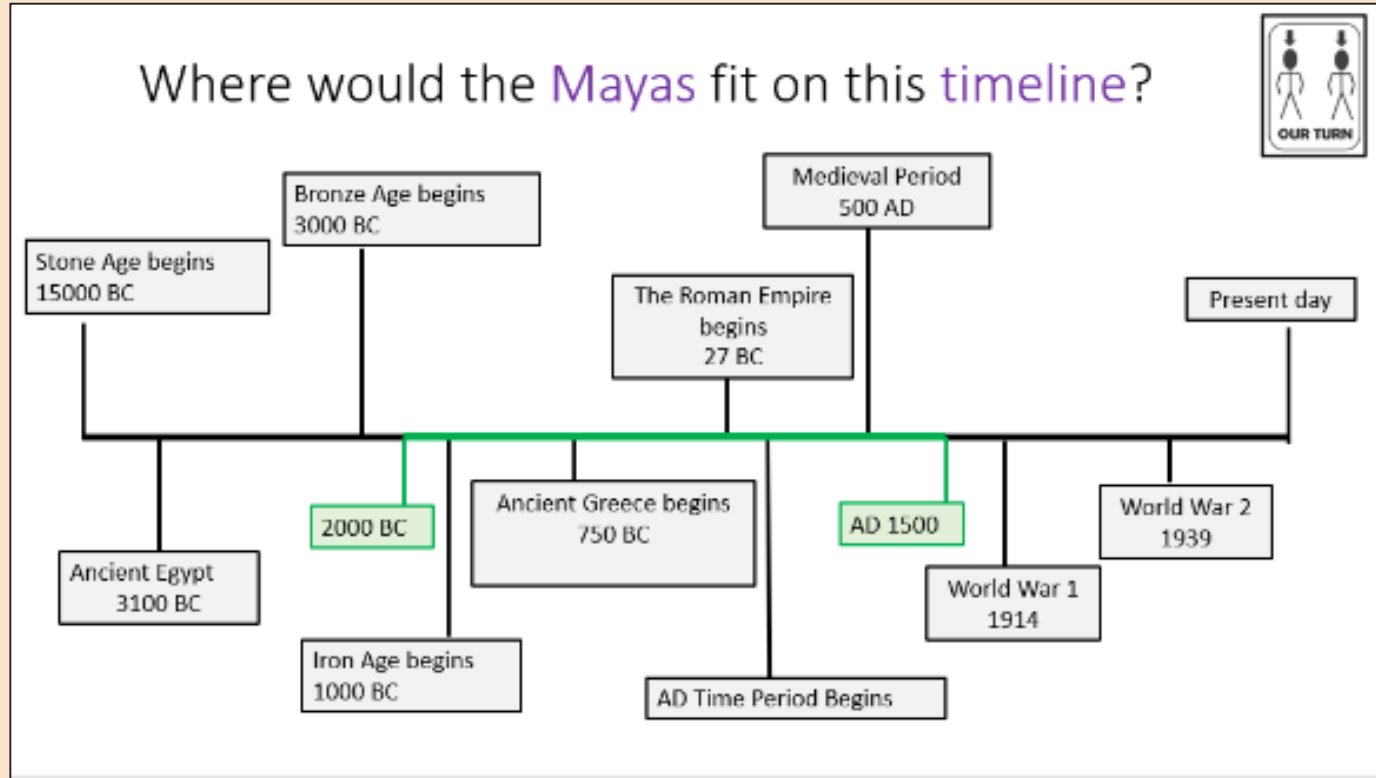


**“Memory is the residue of thought...”**

**“...the more you think about something, the more likely it is that you’ll remember it later.”**

Willingham DT. What Will Improve a Student’s Memory? *American Educator*. Published online 2008.

# 1. Memory is the residue of thought

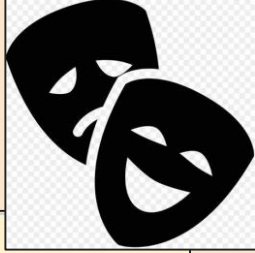


## 2. The power of stories



- They are easy to comprehend
- They are interesting
- They are easy to remember

# 2. The power of stories



Florence Nightingale's Story

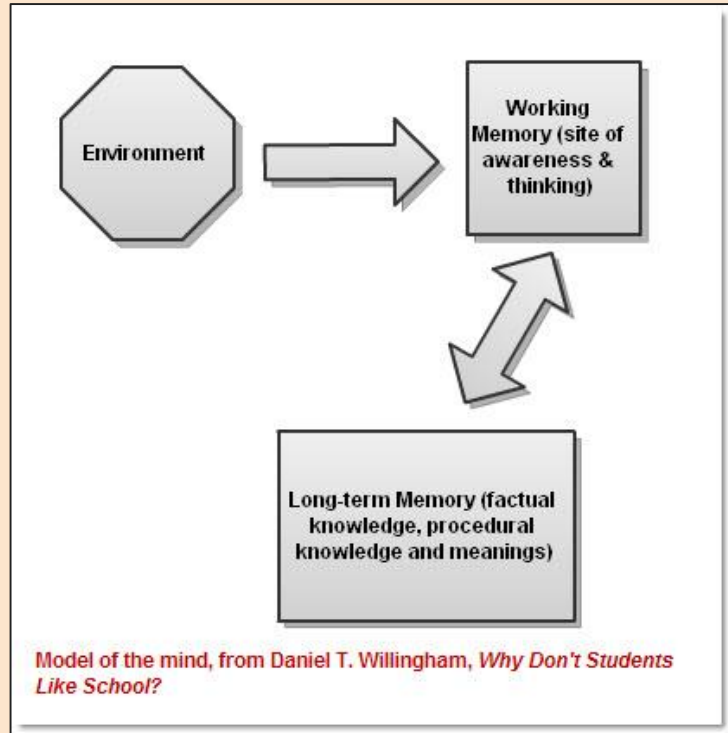


Let's re tell it together....

Florence Nightingale's Story



### 3. Understanding is remembering in disguise.



### 3. Understanding is remembering in disguise.



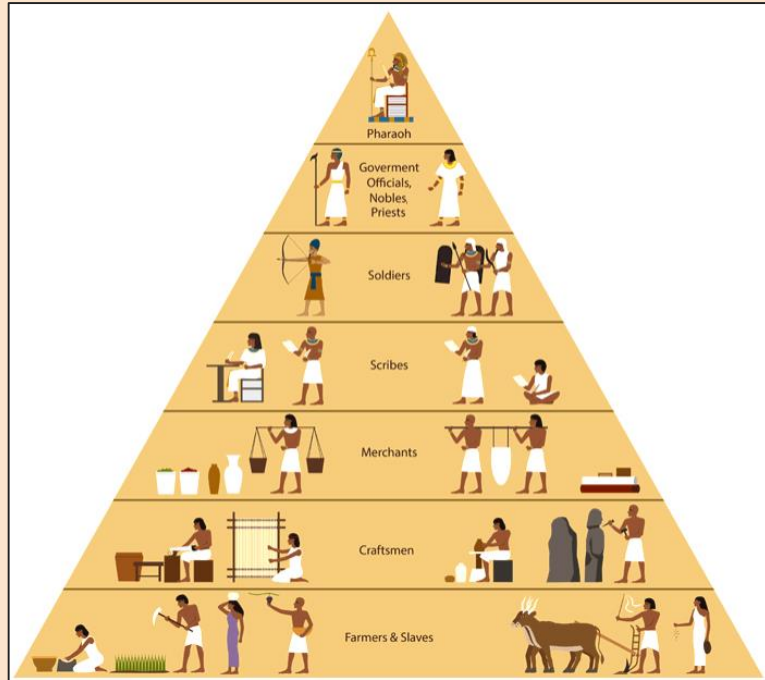
Y6- Ancient Maya Hierarchy

**a.) Demonstrate an example**

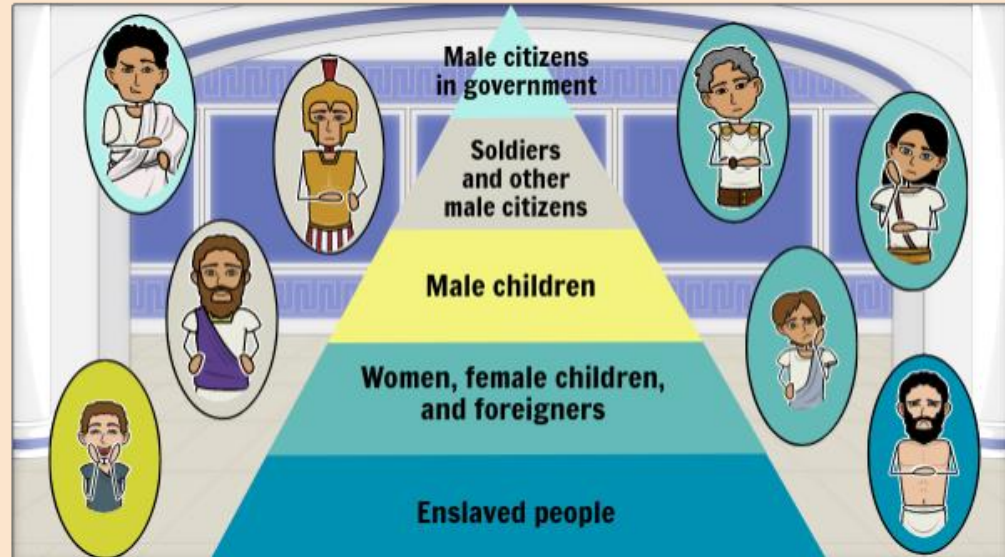
**b.) Define the concept in General Terms**

# 3. Understanding is remembering in disguise.

## c.) Provide further concrete examples



Y3- Ancient Egypt Hierarchy



Y4- Ancient Rome Hierarchy



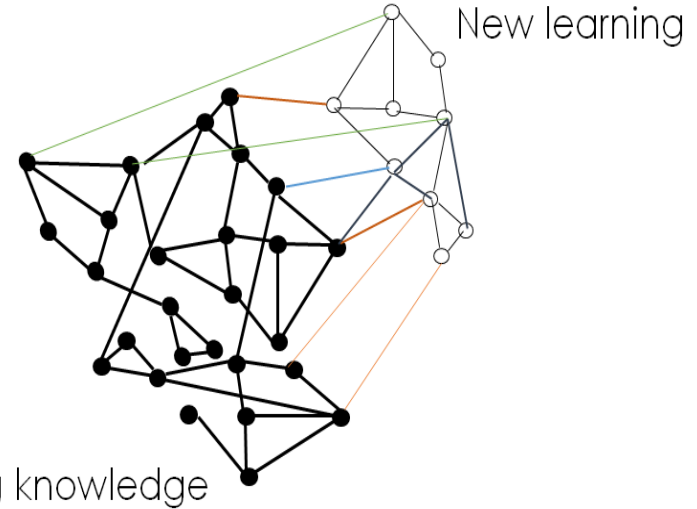
# 4. Deep knowledge the goal; shallow knowledge comes first.

No knowledge

Shallow knowledge

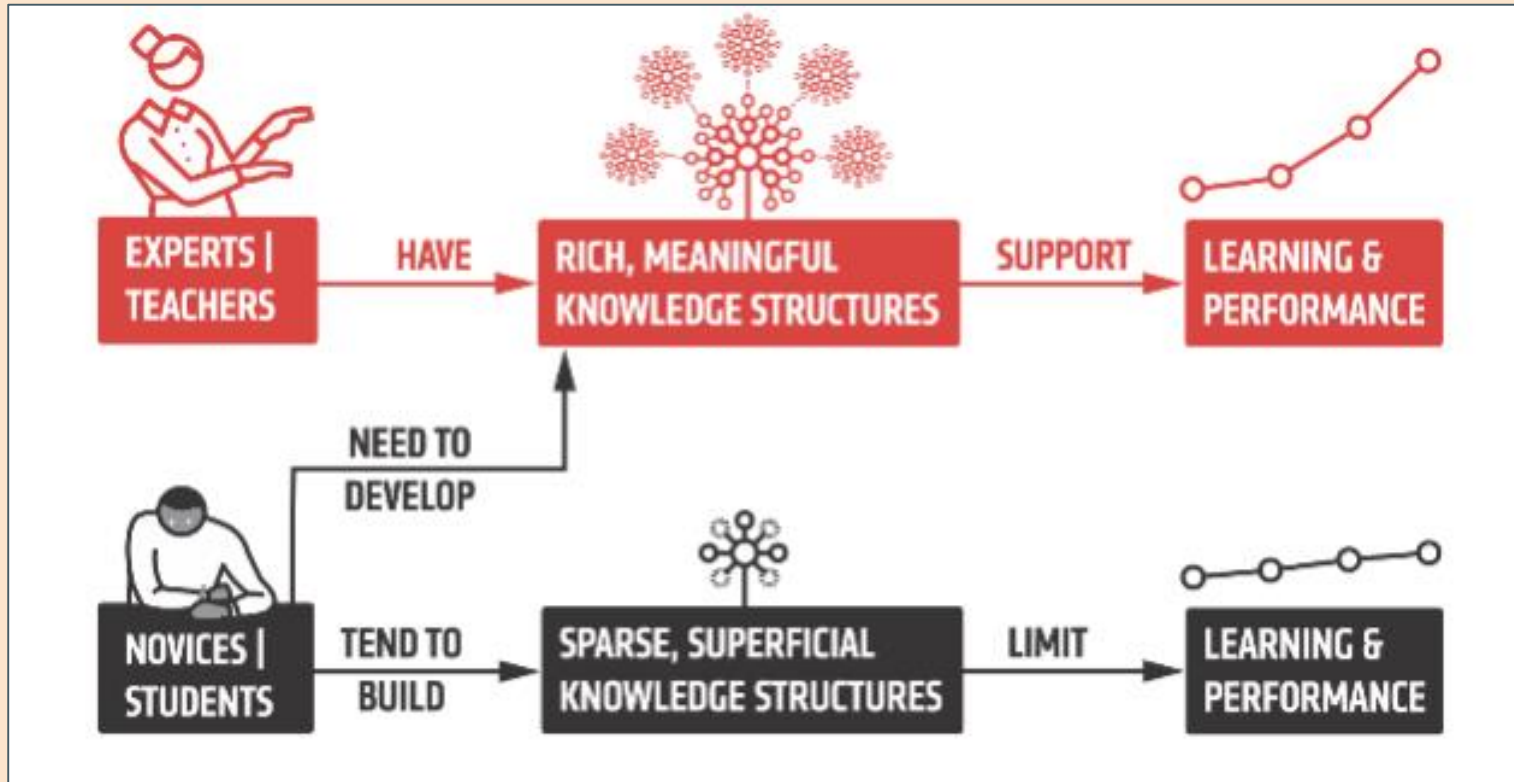
Deep knowledge

Expert



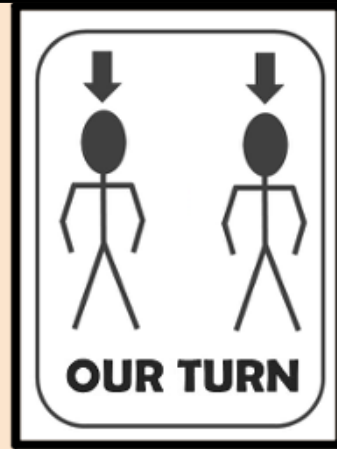
# 4. Deep knowledge the goal; shallow knowledge comes first.

## Expert & Novice Schema



# 4. Deep knowledge the goal; shallow knowledge comes first.

How we support the novice to become the expert

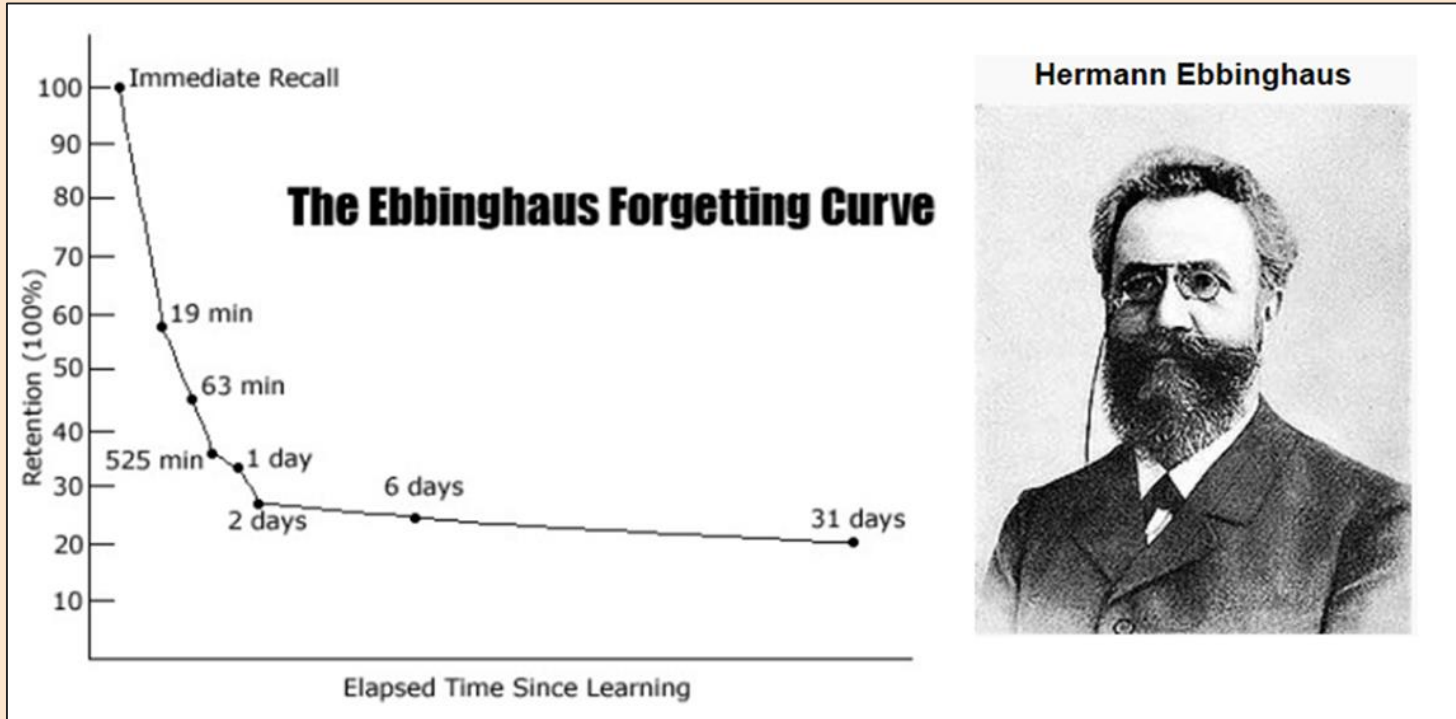


Modelling  
Worked Examples

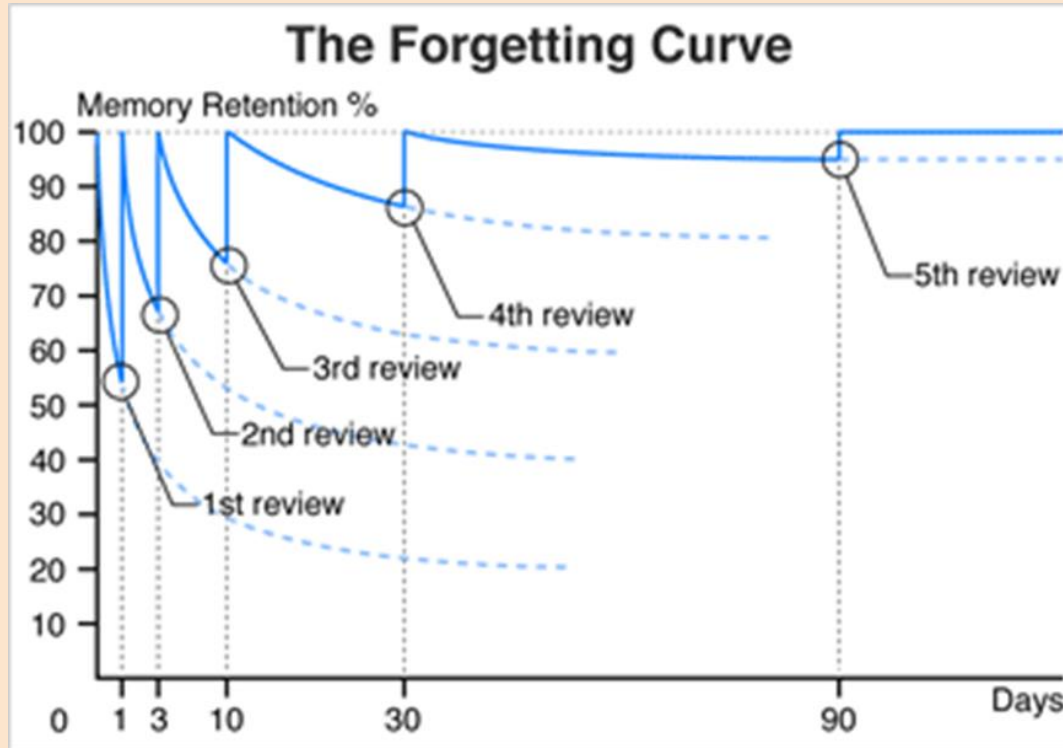
Partially completed  
examples  
Rehearsal

Independent tasks

# 5. Is drilling worth it? The power of practice



# 5. Is drilling worth it? The power of practise



## 5. Is drilling worth it? The power of practise



# 5. Is drilling worth it? The power of practise

## Model A

<b>Topic 1</b>	<b>Topic 2</b>	<b>Topic 3</b>	<b>Topic 4</b>	<b>Topic 5</b>	<b>Topic 6</b>
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## Model B

<b>Topic 1</b>			<b>Topic 2</b>			<b>Topic 3</b>			<b>Topic 4</b>			<b>Topic 5</b>			<b>Topic 6</b>		
Previous Topic	Previous Topic	Previous Topic	Topic 1	Previous Topic	Topic 1	Topic 2	Topic 1	Previous Topic	Topic 3	Topic 2	Topic 1	Topic 2	Topic 4	Topic 3	Previous Topic	Topic 4	Topic 5

# 5. Is drilling worth it? The power of practise



## Retrieval Practice

Tuesday 11<sup>th</sup> May

CT

To describe the key events that led up to the Voting Rights Act of 1965

Key vocabulary: protest, segregation, discrimination

### Retrieval Practice

- 1.) What was the legal doctrine: 'Separate but Equal?'
- 2.) When did segregation in schools end?
- 3.) What was the bus boycott?
- 4.) What was Martin Luther King's dream?
- 5.) What happened to J.F. Kennedy?

## Foundation - Geography - Autumn 1 Week 5

Form description

Select the most accurate definition of 'weather'. Choose one.

- When it rains or is sunny
- The day to day changes in our atmosphere.
- The long term pattern of weather in particular area.
- The amount of rainfall per day.
- The number of hours of sunlight per day.

### Why did the Gunpowder Plot happen?

ruled England and believed that everyone should follow the religion of the monarch

disagreed and plotted against the Protestant King James I.

period of 10 years

period of 100 years


When did The Gunpowder Plot happen?



# How do we plan for developing LTM?

## Rosenshine Principles of Instruction

**01 DAILY REVIEW**



MO TU WE TH FR

A red arrow points from this block to the Retrieval Practice section.

### Retrieval Practice:

1. What army did they fight off in the Archaic Period?
2. What was the final period of Ancient Greece called?
3. Who took control of Greece during this period?

**02 NEW MATERIAL IN SMALL STEPS**



A red arrow points from this block to the Maya Civilisation table.

Maya Civilisation	
1. What do we know already?	✓
2. Where and when did the Mayas live?	✓
3. What was life like for different groups during the Maya Civilisation?	
4. What can primary and secondary sources tell us about the Ancient Maya culture?	
5. What did the Ancient Maya people believe?	
6. How did the Maya people use their land?	
7. How were Maya buildings similar/different to European buildings during the Maya Civilisation?	
8. How have Maya rulers and advancements impacted our life today?	
9. How did the Maya Civilisation end and what came next?	
10. What do we know now?	

# How do we plan for developing LTM?

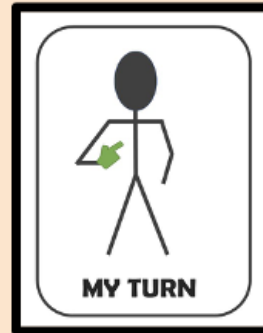
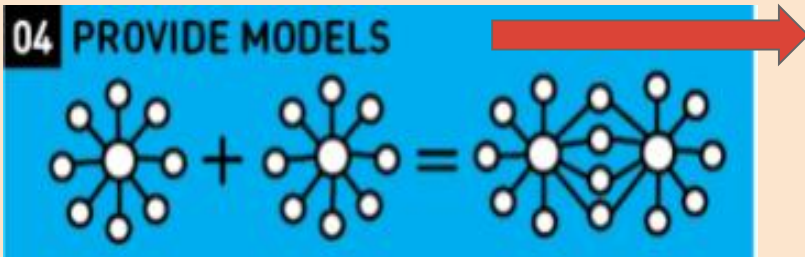
## Rosenshine Principles of Instruction



What's the connection between A and B?

Is that always true or just in this case?

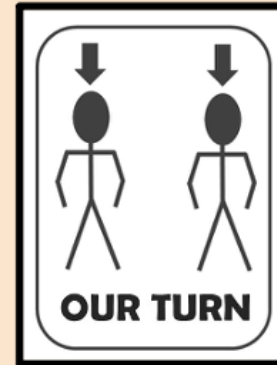
Is there another example?



# How do we plan for developing LTM?

## Rosenshine Principles of Instruction

05 GUIDE STUDENT PRACTICE



06 CHECK STUDENT UNDERSTANDING



**What** did you understand?

# How do we plan for developing LTM?

## Rosenshine Principles of Instruction

**07 OBTAIN HIGH SUCCESS RATE**

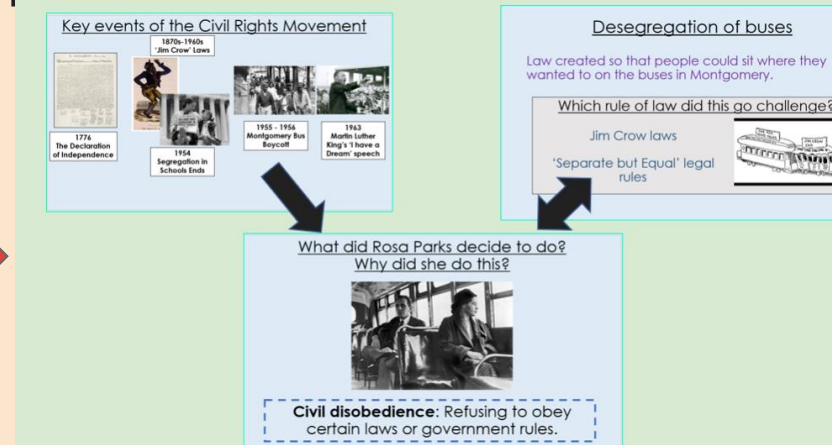


A blue rectangular box containing the text '07 OBTAIN HIGH SUCCESS RATE' in white. Below the text is a black icon of a line graph with an upward trend, followed by a silhouette of a person running.

**08 SCAFFOLDS FOR DIFFICULT TASKS**



A blue rectangular box containing the text '08 SCAFFOLDS FOR DIFFICULT TASKS' in white. Below the text is a black icon of two people building a wooden scaffold.



A collage of historical information about the Civil Rights Movement and bus desegregation. It includes a timeline of key events, a question about Rosa Parks, and a definition of civil disobedience.

**Key events of the Civil Rights Movement**

- 1776: The Declaration of Independence
- 1870s-1960s: Jim Crow Laws
- 1954: Segregation in Schools Ends
- 1955-1956: Montgomery Bus Boycott
- 1963: Martin Luther King's 'I have a Dream' speech


**Desegregation of buses**

Law created so that people could sit where they wanted to on the buses in Montgomery.

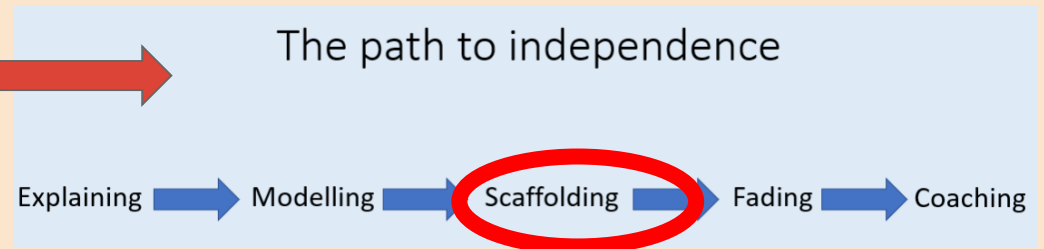
Which rule of law did this go challenge?

Jim Crow laws  
'Separate but Equal' legal rules

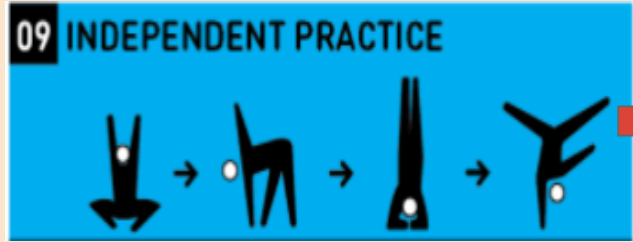
**What did Rosa Parks decide to do? Why did she do this?**



**Civil disobedience:** Refusing to obey certain laws or government rules.



# How do we plan for developing LTM?



# Any questions?

The screenshot displays the Wimbledon Park Primary School website. At the top left is the school's logo, a circular emblem with a tree and the text 'Wimbledon Park Primary School'. To its right, the school's name 'WIMBLEDON PARK PRIMARY SCHOOL' is written in white, with the motto 'Opportunity, Excellence, Success' below it. In the top right corner, there are links for 'TERM DATES' and 'KIDS CLUB', and a smaller version of the school logo. A dark navigation bar contains the following menu items: 'HOME', 'INFORMATION FOR PARENTS', 'LEARNING AT WIMBLEDON PARK' (which is highlighted in red), 'STAFF AND GOVERNORS', 'WIDER SCHOOL LIFE', and 'NEWS'. On the left side, a 'SECTION MENU' is visible, listing various categories with 'CURRICULUM' selected and highlighted in orange. The main content area features a breadcrumb trail: 'HOME > LEARNING AT WIMBLEDON PARK > CURRICULUM'. Below this is the 'CURRICULUM' section header, followed by the text 'Curriculum design principles:' and a numbered list of two points. The first point states that curriculum content is selected for its power and memorability. The second point notes that teaching and assessment methods are designed to aid memory. A paragraph follows, explaining that powerful knowledge is crucial for children's future choices and that the school's curriculum is carefully chosen to be foundational and generative. Another paragraph states that the curriculum aims to prepare children for the next stage of education by equipping them with the skills to be successful learners and citizens. Finally, a paragraph mentions that the curriculum is based on research in cognitive science and is designed to be comprehensive and knowledge-rich.

**WIMBLEDON PARK**  
PRIMARY SCHOOL  
*Opportunity, Excellence, Success*

TERM DATES || KIDS CLUB

HOME INFORMATION FOR PARENTS **LEARNING AT WIMBLEDON PARK** STAFF AND GOVERNORS WIDER SCHOOL LIFE NEWS

SECTION MENU

- CURRICULUM**
- LEARNING SUPPORT
- HOW WE ASSESS
- NURSERY
- RECEPTION
- YEAR 1
- YEAR 2
- YEAR 3
- YEAR 4
- YEAR 5
- YEAR 6

HOME > LEARNING AT WIMBLEDON PARK > CURRICULUM

## CURRICULUM

Curriculum design principles:

1. Our curriculum content is selected because it is powerful knowledge
2. We teach and assess our curriculum in ways that helps pupils to remember it

Powerful knowledge is important for pupils' life chances. Knowledge is what we think about and what we think with. Knowledge is also generative – the more that pupils already know, the more easily they are able to make connections to understand new learning.

We therefore make carefully considered choices of the knowledge content and key foundational concepts we want pupils to understand, remember and master for each subject area in our curriculum during their time in primary schooling. Subjects are taught discretely in years 1 to 6, and each is equally valued. Where appropriate, we make wider links between subject disciplines to enrich learning opportunities.

The curriculum at Wimbledon Park Primary aims to prepare children to have the knowledge they need to maximise their choices and chances in the next stage of their education. We want our pupils to be equipped to be successful learners and successful citizens, as well as being able to exercise choice as they move forward in life.

Our curriculum is based on research findings of cognitive science. We have planned a comprehensive and knowledge rich curriculum which demonstrates coherence and progression. We ensure that our

CURRENT VACANCIES SCHOOL TOUR CONTACT US ACCESSIBILITY