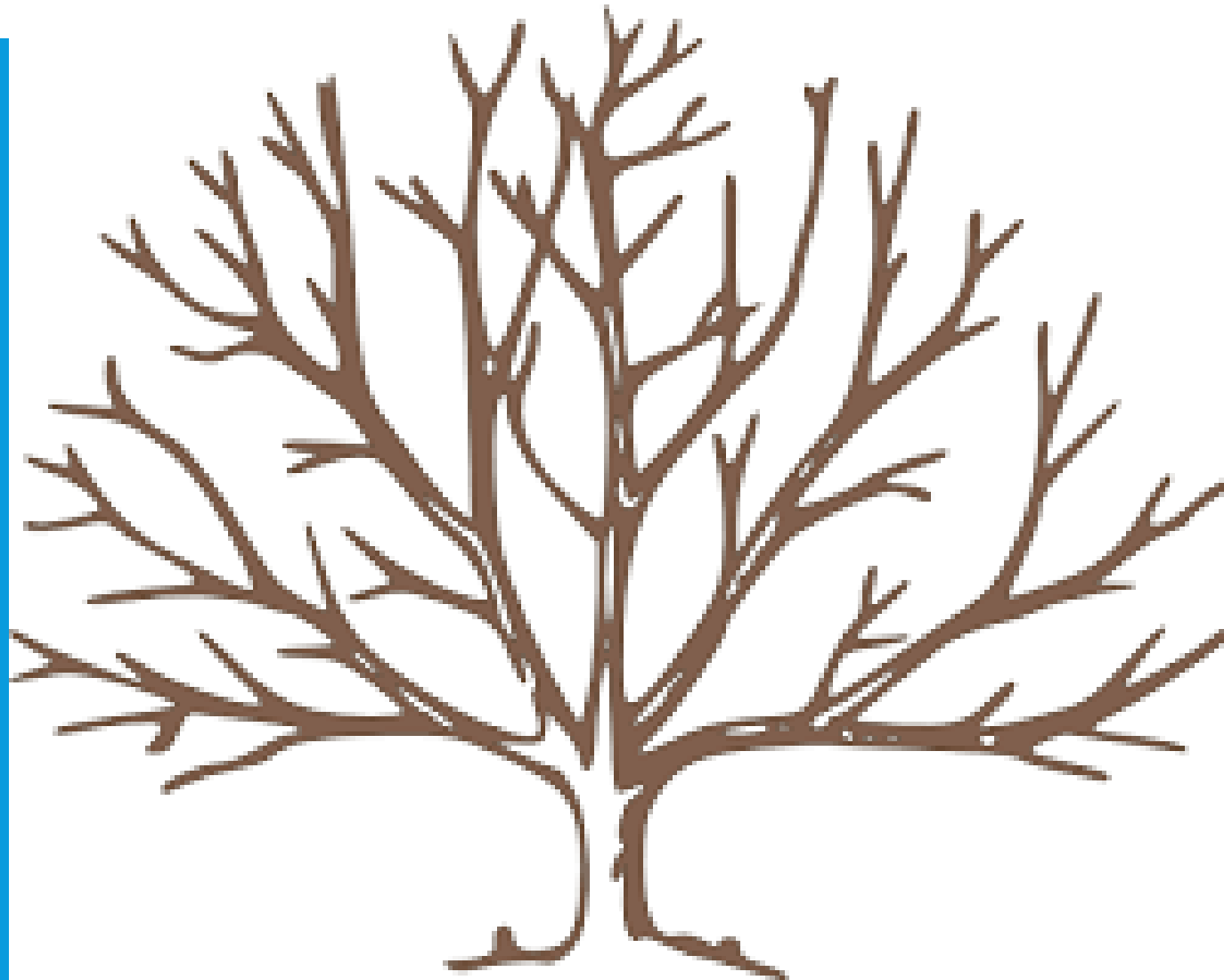


CURRICULUM ENRICHMENT

Enrichment refers to giving greater meaning to a curriculum by **adding values**.



What values are we referring to?

WHY IS ENRICHMENT IMPORTANT?

Leicester School Boy calls for Curriculum to include 'Climate Change'.



HOW CAN I ENRICH THE CURRICULUM?

Personal
Development

School values

Experiences Visits
and visitors

After school clubs

Careers links

SMSC
development

Cultural capital

Community links
and projects

British values

Current events
and issues

AIMS

What does this mean for you at your school?

What DO you want from your curriculum?

How will you get there?

THE CURRICULUM -INTENT



KNOW MORE, DO MORE, REMEMBER MORE
AND CHOOSE TO BE MORE:

Our curriculum is not just about what is taught in lessons.

It is about

- learning at every opportunity throughout the day- playtimes and lunchtimes, after-school clubs, breakfast clubs, trips and visitors.
- Experiencing opportunities and challenges which develop confidence and raise aspirations
- Being prepared for the world of tomorrow and being inspired to have a voice and make a difference.

AN ENRICHED CURRICULUM



Reflection

- Think about the context of your school.
- What are the factors that may be a barrier to the achievement of successful outcomes in the curriculum?

Are there clear careers links within your subject?
What are they?

What opportunities are there for these to be discussed?

<https://www.inspiringthefuture.org/primary-futures/>

What is Primary Futures?



Primary Futures is a simple and effective way to link learning to the wider world. Developed with teachers, it connects primary schools with diverse workplace volunteers to take part in aspirations activities and talk with children about their jobs.



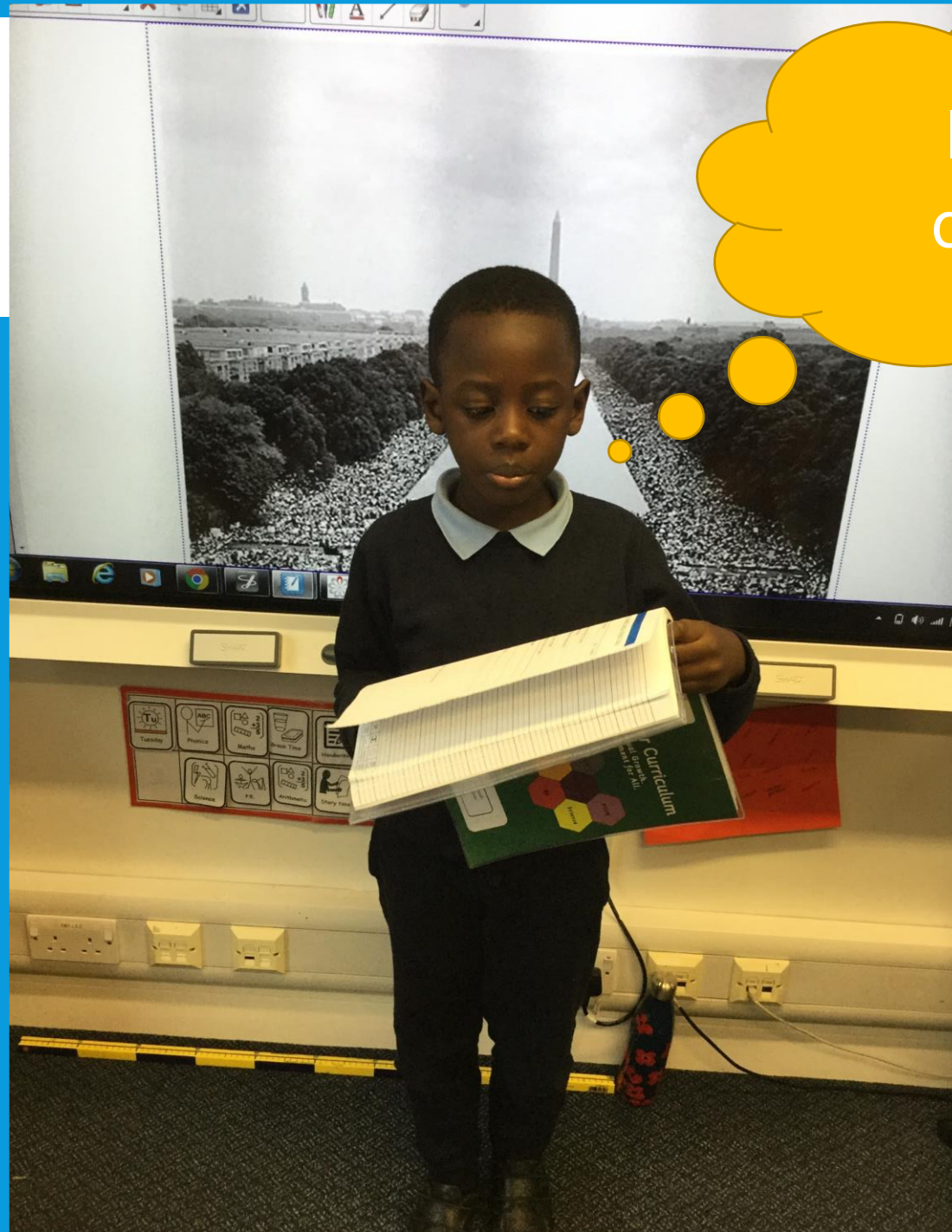
MAKE A DIFFERENCE, HAVE AN IMPACT, LEAVE A LEGACY.



What are the possibilities within your subject?

ORACY

I have a dream...



REFLECTION

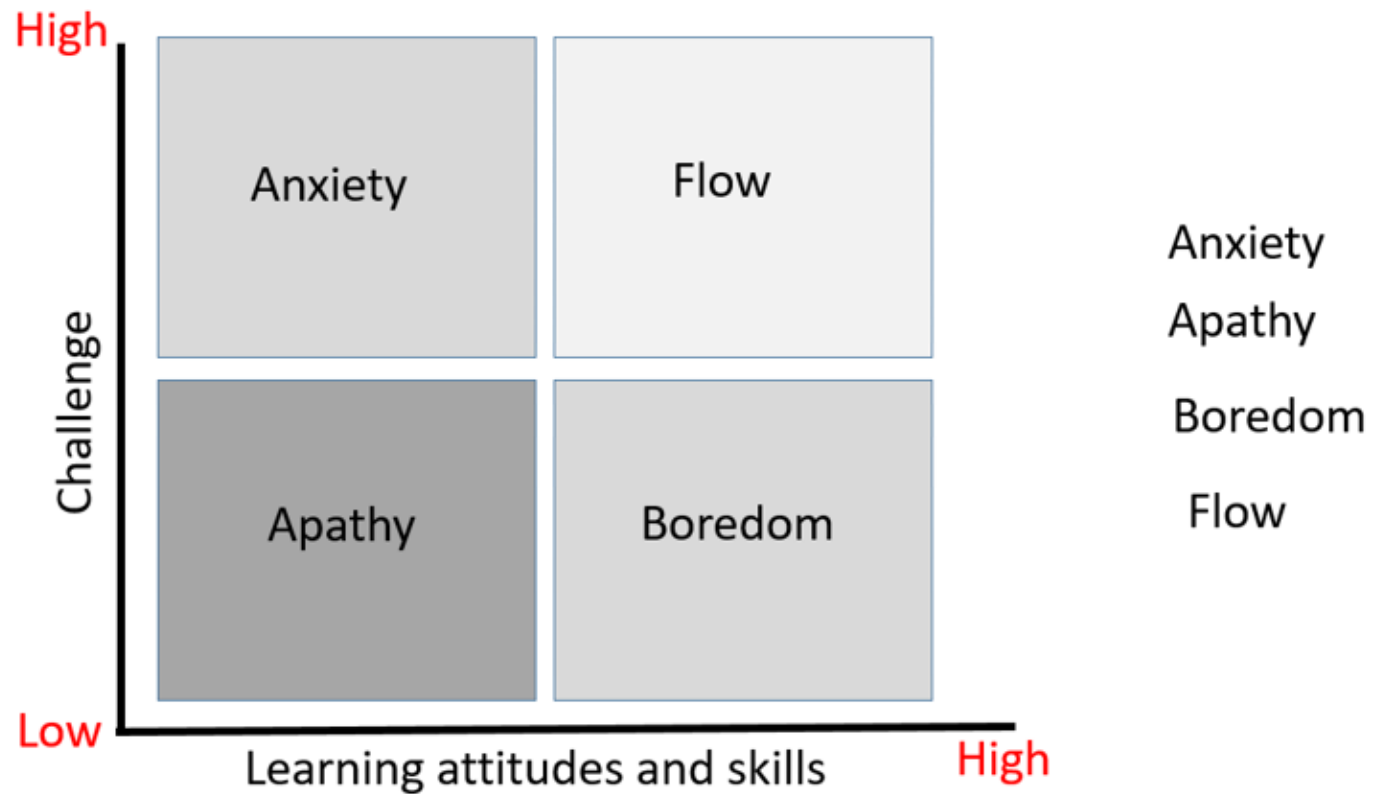
- How does your subject reflect the society that we live in?
- How does your subject reflect the community that we are a part of including the needs and issues facing that community?
- How does your subject reflect the diversity of the school?

A BROAD AND BALANCED CURRICULUM

- **Breadth** simply means the range of opportunities/experiences you provide children to practise the same key concepts and skills.
- It means offering children an exciting curriculum with lots of engaging experiences to practise, apply and embed the same knowledge and skills.

ENRICHMENT IS ALSO ABOUT THE 'HOW'.

FLOW- A THEORY FOR MEANINGFUL ENGAGEMENT



'KNOW MORE, REMEMBER MORE CAN DO MORE'

The Cone of Learning

sparkinsight.com

*I see and I forget.
I hear and I remember.
I do and I understand.*
— Confucius



After 2 weeks,
we tend to remember ...

• 10% of what we READ

• 20% of what we HEAR

• 30% of what we SEE

• 50% of what
we SEE & HEAR

• 70% of what
we SAY

• 90% of what
we SAY & DO

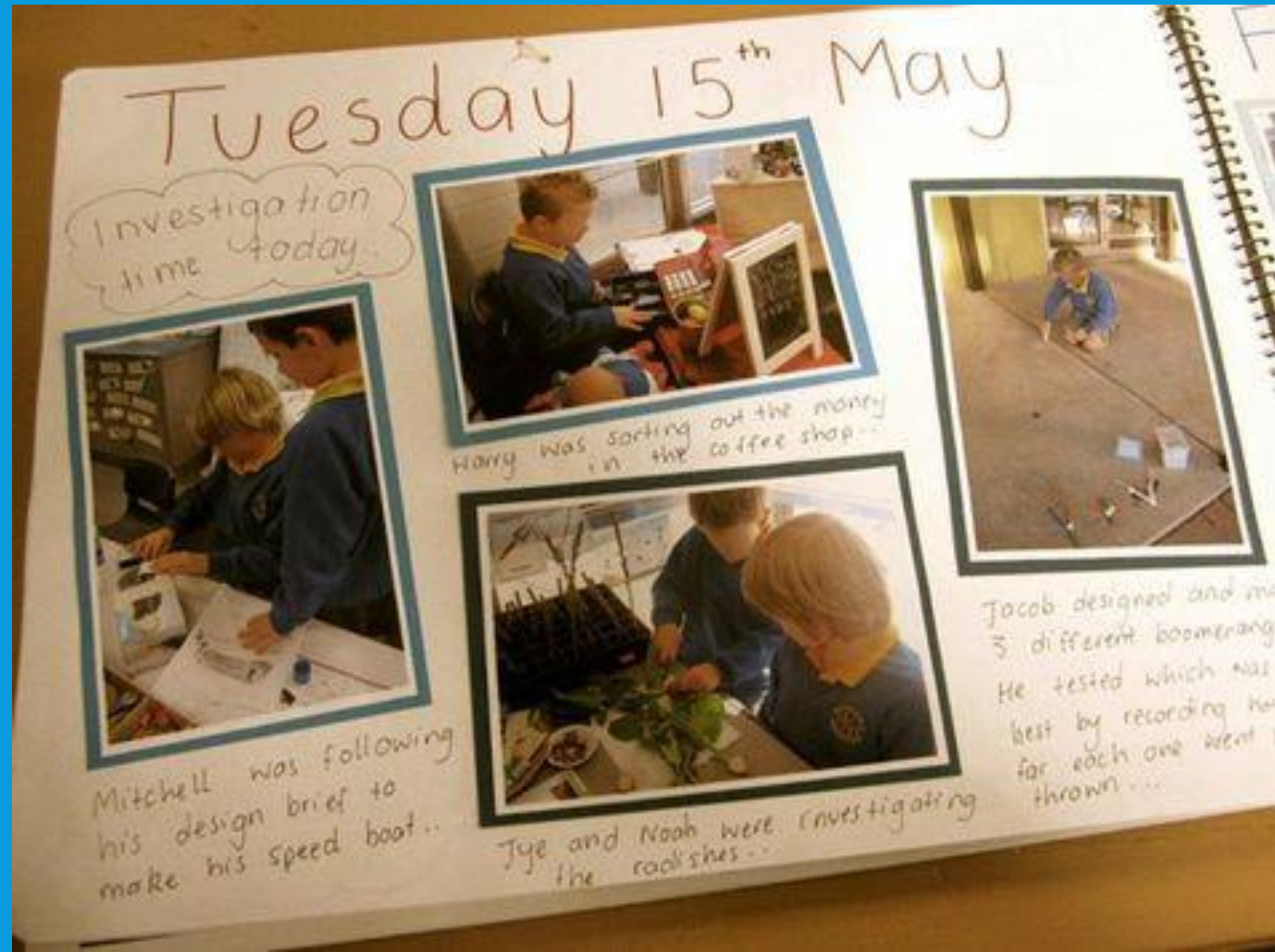
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Source: Edgar Dale (1969)

LOOKING FOR PROOF

- Evidence in books
- Evidence in photos-floor books.



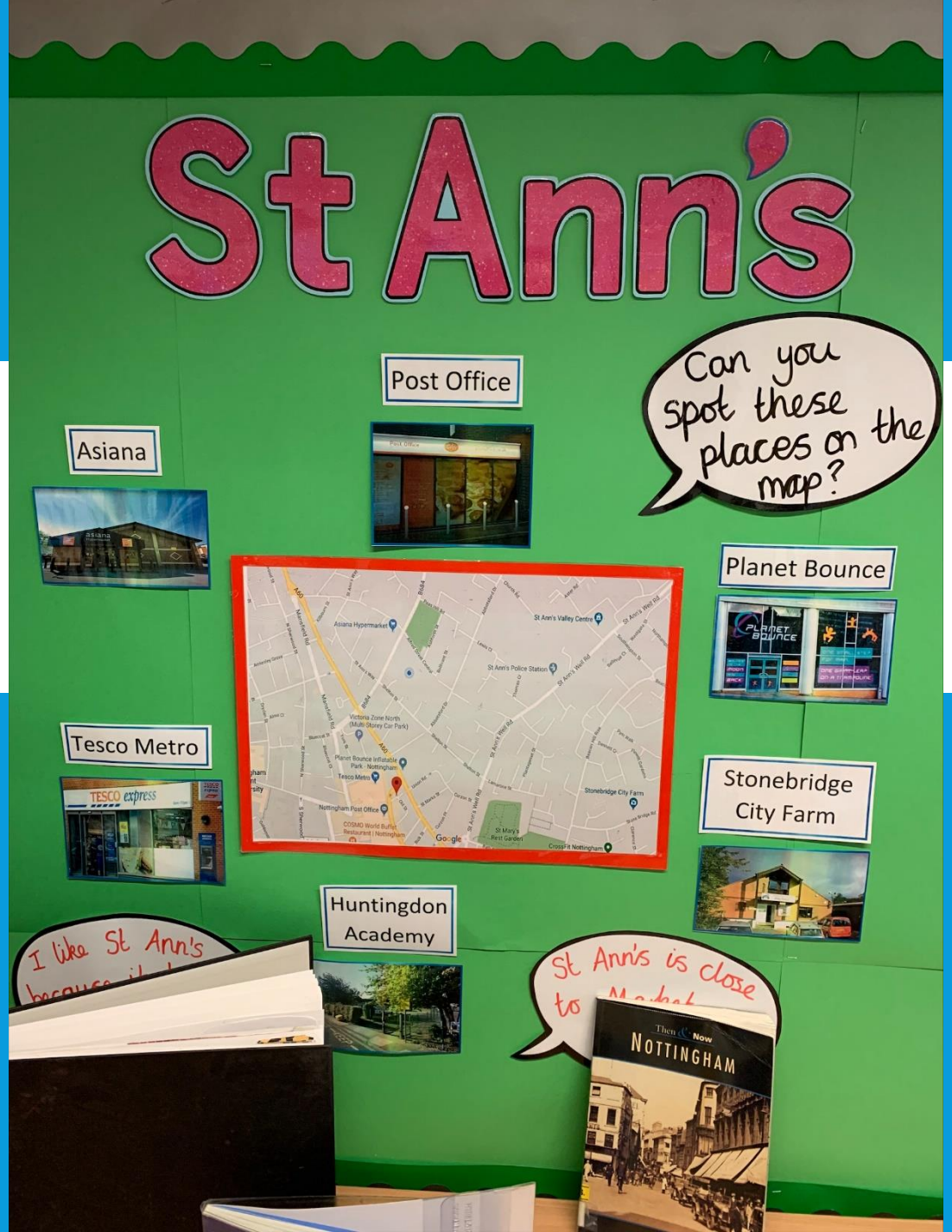
REFLECTION

Have a look at the photos. How is the curriculum is being enriched for the learners?





Image.jpeg
Image[1].jpeg
Image[2].jpeg
Image[3].jpeg
Image[4].jpeg
Image[5].jpeg
Image[6].jpeg



St Ann's

Can you spot these places on the map?

Post Office

Asiana

Planet Bounce

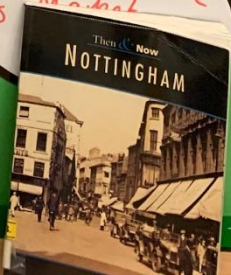
Tesco Metro

Stonebridge City Farm

Huntingdon Academy

I like St Ann's because it's close to Market

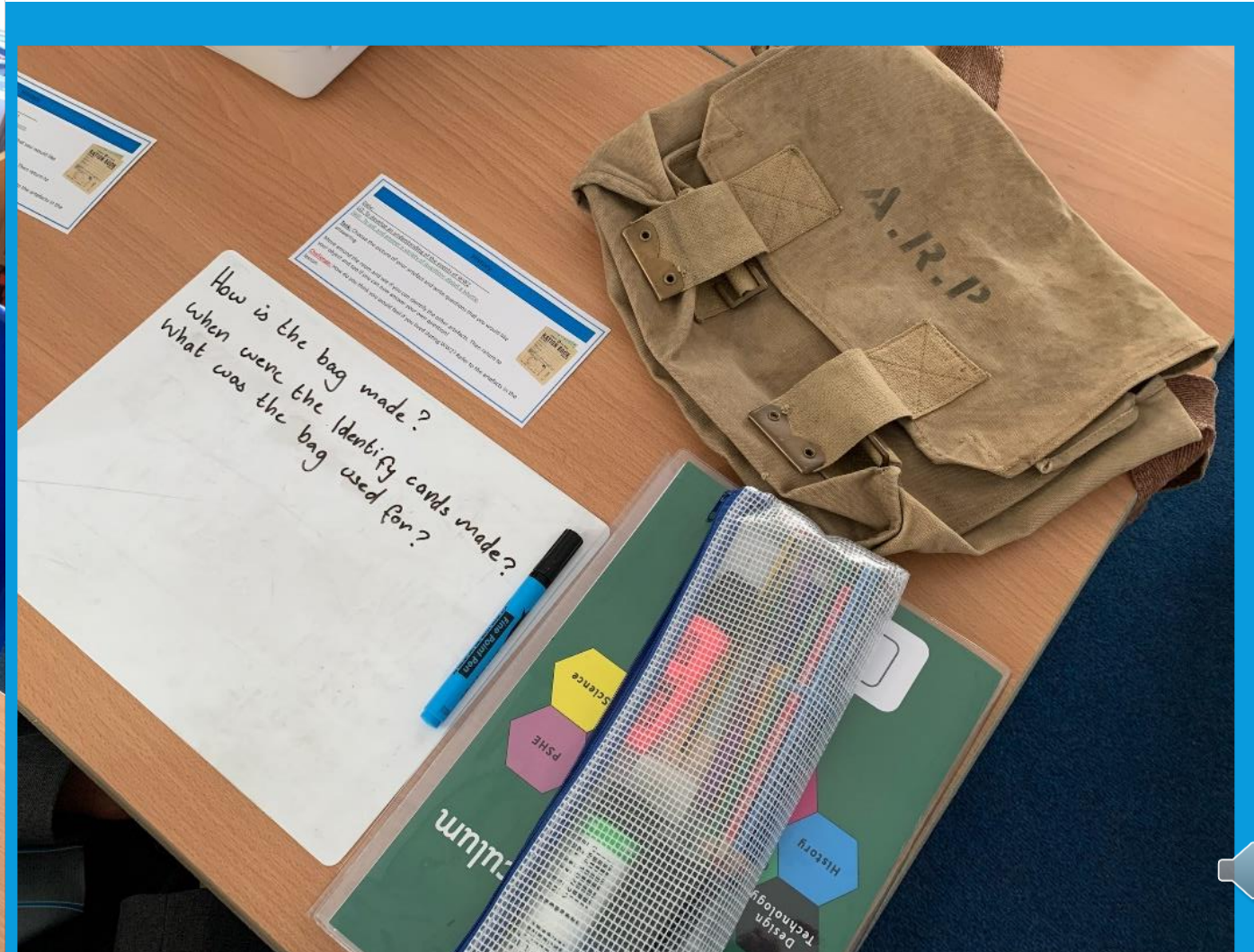
St Ann's is close to Market



PUPILS AND PARENTS SHARING THEIR EXPERIENCES



ENCOURAGING LEARNERS TO BE CURIOUS AND RAISE THEIR OWN QUESTIONS.



ENRICHING LEARNING

Students leading the learning

Visits and visitors

Working outside the 'usual' work space.

Make it practical and use a range of resources

Allow learners to ask questions and be curious

Learners work together

Subject themed weeks/days

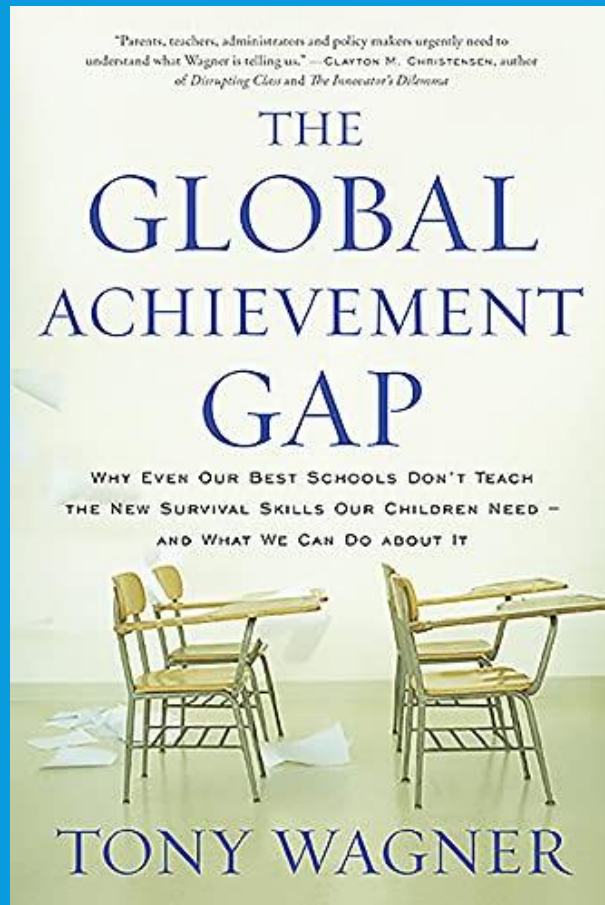
Using the environment

ARE THERE OPPORTUNITIES IN YOUR SUBJECT FOR PUPILS TO DEVELOP IN THIS WAY?

- Successful enrichment programs can encourage students to perform better and keep them motivated.
- **Reflect-** are there opportunities for your subject to be taught in this way?



Essential Skills



- Essential skills unlock learning in the classroom, boosting academic outcomes, perseverance and self belief. They halve the likelihood of being out of work, and increase earnings across a lifetime. **But access to these skills isn't fair.** And where they are missed, it undermines social mobility, productivity and wellbeing.

- www.skillsbuilder.org

OPPORTUNITIES FOR DEVELOPING ESSENTIAL SKILLS.



ENQUIRY QUESTIONS AND ENGAGING LEARNERS



Our History Journey

What reason did people have to be happy during the war?

Who is this and was his life happy?

How was his life different from life today?

How did people feel when it started?

Why were the young soldiers keen to go to war?

What life like for the soldiers?

What was life like for those back at home?

Can you imagine spending Christmas in the trenches!

Sharing the learning journey

How did religion impact their lives?

How did the Egyptian's celebrate?

How did the Egyptians prepare for the afterlife?

How was life in Ancient Egypt different to today?

USING THE ENVIRONMENT.

- Time line
- Artefacts
- Personalising
- Supporting texts



special

favourite

soared

Trafalgar Square

London Zoo

London Underground

London Eye

Big Ben

sailed

floated gently

Kensington Palace

1 - Speed

- As quick as a flash,
- Suddenly,
- In the blink of an eye,
- In a flash,
- All of a sudden,

3 - Where

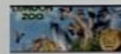
- In the distance,
- Far away,
- In the sky,
- Over there,



The Queen left her house when the wind went ... SWISH! The wind took the Queen's hat!



Oh No! Where is my hat? asked the Queen.



The wind was so strong that it swept the Queen's hat to ... Trafalgar Square and London



Zoo. Look there is my hat! shouted the Queen.



At last, the Queen and the Queen's men landed in Kensington Palace with the Queen's hat!



I am so glad to have my hat back. said the Queen.



"Oh No! Where is my hat?" asked the Queen.



"Look there is my hat!" shouted the Queen.



"I am so glad to have my hat back" said the Queen.

HOW IS YOUR SUBJECT BEING TRANSLATED INTO PRACTICE?





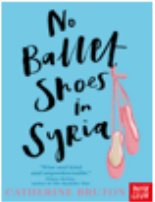

Planning

Scheme
of Work

Long
Term
Plan

Medium
Term
Plan

Short
term
Plan

| Year 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|--|--|---|---|
| | A Child's War WW2 | Beat It! | Save our Planet | Exploring the USA | Ancient Bagdad | Surviving Change |
| Key Text | The Boy in the Striped Pyjamas  | Skellig by David Almond  | Non- Fiction- Greta Thunberg Fiction- Boy in the Tower by Polly Ho-Yen  | Alma- Literacy shed The Graveyard Book  | No Ballet Shoes in Syria  | Wonder  |
| Hook and learning experiences | <ul style="list-style-type: none"> Visit to the holocaust centre <p>RESIDENTIAL WEEK 1 DARE</p> | <ul style="list-style-type: none"> Heart dissection workshop Making blood Healthy Hearts programme | <ul style="list-style-type: none"> Citizenship work Litter picking in the community | <ul style="list-style-type: none"> Bikeability American day-landmarks/states/food/art | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Transition days to secondary schools Mindfulness workshop Enterprise Day (Futures Project) The Great Project |
| Mastery day | <ul style="list-style-type: none"> WW2 exhibition museum displaying work | <ul style="list-style-type: none"> Presentation on 'What keeps our heart beating' (PPT) | <ul style="list-style-type: none"> Performance of persuasive speech | <ul style="list-style-type: none"> Advert for the USA (TV advert) | <ul style="list-style-type: none"> 3D model of Baghdad- retell history to visitors | <ul style="list-style-type: none"> Motivational speech |
| Oracy Outcomes | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Presentation on 'What keeps our heart beating' (PPT) | <ul style="list-style-type: none"> Performance of persuasive speech | <ul style="list-style-type: none"> Advert for the USA (TV advert) | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Motivational speech |
| Careers related learning and cultural capital. | <ul style="list-style-type: none"> Public sector Picture news/ votes for school Newsround | <ul style="list-style-type: none"> Manufacturing and engineering sector Picture news/ votes for school Newsround | <ul style="list-style-type: none"> Picture news/ votes for school Newsround | <ul style="list-style-type: none"> Picture news/ votes for school Newsround | <ul style="list-style-type: none"> Picture news/ votes for school Newsround | <ul style="list-style-type: none"> Business services sector STEM Enterprise day Picture news/ votes for school Newsround |
| Events and Festivals | <ul style="list-style-type: none"> Black History Month- Martin Luther King Rosh Hashanah Yom Kippur | <ul style="list-style-type: none"> Remembrance Day Bonfire Night 5th Nov Diwali/Hannuakh / Xmas Anti-Bullying Week | <ul style="list-style-type: none"> World Book day Autism Awareness Week International language day | <ul style="list-style-type: none"> Easter Ramadan Passover | <ul style="list-style-type: none"> World Fair Trade Day UNICEF Day for Change Eid al Fitr | <ul style="list-style-type: none"> World Refugee Day Poetry Festival Maths Week Eid al Adar |



**Change is the end
result of all true
learning.**

Leo Buscaglia

BARRIERS TO SUCCESS?

- Where am I now?
- What does the ideal look like?
- Where would I like to be realistically?
- What are the barriers?
- What will I do?



REFLECTION

- **What are the strengths?**
- How does your subject reflect the society that we live in?
- How does your subject reflect the community that we are a part of including the needs and issues facing that community?
- How does your subject reflect the diversity of the school?
- How does your subject reflect student interest?
- How do we enable subjects to be flexible enough to reflect the specific needs of a particular cohort?