



# Moorthorpe Primary School: Our approach to provide a rich curriculum

The Pedagogy of Poverty v Good Teaching **A Rich Curriculum/A Curriculum of Hope** **Oops! Helping Children Learn Accidentally** [teacherhead.com](http://teacherhead.com) **Mantle of the Expert** **The Privileged Status of Story**  
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## Academic Outcomes

- Remember knowledge
- Apply skills
- Develop vocabulary
- Make connections
- Enjoy the process

## Whole-child Outcomes

- Solve problems & dilemmas
- Communicate effectively
- Find avenues for creative expression
- Regulate wellbeing & self-care
- Show empathy, compassion & pride

**COHERENCE:** Connecting curriculum in sensible and logical ways

**CREDIBILITY:** Clarity about what children should know and be able to do

**CREATIVITY:** Opportunities to experience, develop and practise creativity

**COMPASSION:** Develop empathy and act positively upon it

**COMMUNITY:** Be of service and work to shape the future of life beyond school

## KNOWLEDGE-RICH & HUMANITY-RICH

We are **empowered** through knowing things and this cannot be left to chance. **Explicit and clear recall** of curriculum content is necessary. Knowledge precedes creativity.

But it needs to be built upon to ensure that children **understand** it and know what to do with it. We should seek to **find the humanity within the curriculum**. Children should learn how to be **wise**, not just well-informed.

## UTILISING THE POWER OF STORY

According to Daniel Willingham, **‘stories are psychologically privileged’** in the human mind. Stories are easy to comprehend and easy to remember. New material can be introduced in a way that is **non-threatening and interesting**. We are **compelled by the problems, conflicts and complications** within stories.

*People - Place - Problem*

**“Let’s say...” “Why do you think...?” “What if...?”**

Use questions to **cultivate a flexible imagination**.

Dig a hole and cover it with leaves and branches. **Lure the children** in to treading on the fragile leaves.

Use images to **engage, stimulate and fascinate**.

## INVESTED LEARNING

We consider how to get through to children; it is not just about engaging them in tasks but **making them care** about the content we are covering.

We want children to be **invested** in their learning. We want them to be **bothered**.

Provide **turning points** in the learning. Plan opportunities for **twists and dilemmas** over which they have **some control**. Give the children **power**; equip them to be wise. Offer them **responsibility and independence**.

Teachers consciously **position children as competent co-constructors of the learning**. Learning is child-centred but not necessarily child-led.

*Purpose - Perspective - Possibility*

**Bring the curriculum alive.**

Facilitating learning whilst firing children’s **curiosity and passion** for it.

Children should be actively involved with: **real-life experiences**; issues they regard as **vital concerns**; **planning** their own learning; **applying ideals** such as fairness; **explaining human differences**; **polishing** their work; and **reflecting** on their own lives.

Envelop children within **safe havens** of learning.