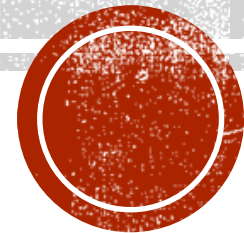


# COMMUNITY AND CURRICULUM WORKSHOP

Professor David Leat; [David.Leat@ncl.ac.uk](mailto:David.Leat@ncl.ac.uk)

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# CURRICULUM MODELS – ALLOCATE 20 POINTS ON PRESENT CURRICULUM AND INDICATE DESIRED/PLANNED CHANGE

CURRICULUM MODEL	OBJECTIVE STEMS	ASSESSMENT TRENDS
CONTENT (Subject leader)	Pupils should 'know'/'recall' or 'understand'	Test/exam centred
PRODUCT (Teams/team leader)	Pupils should be able to ... 'work in a group', 'write instructions for'	Tests of competence - exams, practicals, observation, profiles – self assessment
PROCESS (Teams and specialist input)	Pupils should be able to 'critically evaluate', 'develop empathy' or 'understand how decisions are made'	Projects, discussion and debate (and possibly action) as well writing around societal issues
ISSUE/PROBLEM (Enthusiast singleton or team and AOTTs)	Pupils should be able 'to plan a group project' or 'work with AOTTs'.	Products, critique and portfolio – divergent outcomes

# HIERARCHY OF QUESTIONS

(FROM TS TO PROJECT BASED LEARNING)

INQUIRY STAGE OR QUESTION	Examples	Comments
<b>1. Hook Question</b>	What does it take to run a half marathon?	The question to start thinking and initial discussion – two meanings of run!
<b>2. Collective Knowledge Gathering Questions</b>	How much training do you need to do (age)? When do you need to start to train? Who can help you train? What do you need to plan & organize to put on a race?	Questions that can be investigated using archives, people and the internet. They will have mainly factual answers and will cover much subject knowledge.
<b>3. Forming an Opinion</b>	Why do people ‘run’ half marathons (and more)?	A debating question – for which everyone can have a reasoned opinion.
<b>4. Deeper Question</b>	What good does running do? What is the downside or disadvantage to running?	A question that challenges – and can also draw in parents and wider community
<b>5. Applied/Problem Solving Question</b>	Can we organize at least a simple race applying some of what we know?	The question that generates the product to the enquiry

From Thinking Skills to PBL

# YOUR HOT TOPICS (CHOOSE 5)

<b>Growing Food</b>	<b>Local Housing Stock</b>	<b>Energy/Renewables</b>
Surveying Wildlife	Design/Architecture	Weather
Historic Industry	Traffic	Environmental Quality
Present Industry	Fitness & Health	Growing Older
Tools	Migration	Changing Shops
Local History	Cooking and Diet	Nature Conservation
Engineering	Social Media	Signs and Symbols
Digital Technology	Air Quality (or Noise)	Local Sports



# HIERARCHY OF QUESTIONS ON AGEING

INQUIRY STAGE OR QUESTION	Examples	Comments
<b>1. Hook Question</b>		The question/stimulus to start thinking and initial discussion
<b>2. Collective Knowledge Gathering Questions</b>		Questions that can be investigated using archives, people and the internet. They will have mainly factual answers and cover much subject knowledge.
<b>3. Forming an Opinion</b>		A debating question – for which everyone can have a reasoned opinion.
<b>4. Deeper Question</b>		A question that challenges – and can also draw in parents and wider community (personal dev)
<b>5. Applied/Problem Solving Question</b>		The question that generates the product to the enquiry

# PRODUCTS & VENUES

## PRODUCTS

- DIGITAL BOOK
- LETTER TO THE LOCAL COUNCIL
- COSTED MEAL

## VENUES/SHOWCASE

- SCHOOL ENTRANCE
- EMPTY SHOP
- QR CODES

