



The Inspire Curriculum



The Inspire Curriculum Cycle





The Inspire Curriculum Rationale



Over the past 18 months, the Inspire Multi Academy Trust has been developing an intelligently sequenced, knowledge-rich curriculum, informed by the most up to date evidence informed research available. The curriculum materials have so far been written for History, Geography, Science and Art by Subject Leaders assisted by senior leaders and expert advice. The design has been led by Olivia Bartlett and Kirsty Terry and continues to be overseen by Aaron Meredith, Emma Lenszner and Paddy Kumar. The curriculum has been and will continue to be constantly refined based on feedback from Subject Leaders and Class Teachers. All materials are presented in a highly consistent approach, prioritising quality first teaching at every given opportunity. This should therefore mean the curriculum itself will act as continuing CPD for our teaching staff as the model and structure of curriculum lessons will allow for them to constantly develop and understand effective educational approaches as they teach.

Curriculum Booklets: Each area of study consists of up to six, carefully sequenced ‘knowledge lessons’, which can be contrasted with popular but ultimately less effective ‘activity-based’, ‘enquiry-based’, or ‘discovery-based’ lessons. The booklets have been developed by Subject Leaders and will detail both prior and future learning whilst also providing key vocabulary and concepts to be explored throughout the sequence. Each unit is centred around a high-quality text chosen by the Subject Leader and English Leader as they are “psychologically privileged...a very powerful way for students to engage with many ideas and also to remember them is for teachers to consciously harness the power of stories in the way lessons and lesson materials are organised.” (Willingham, 2009)

Knowledge Organisers: The core content is meticulously curated and itemised to clarify the necessary (but not sufficient) knowledge necessary to develop a sophisticated schema for each area of study. Over the course of the years, these knowledge organisers ensure that all pupils become ‘culturally literate’ (Hirsch, 1987) and have the opportunity to engage in ‘powerful knowledge’ (Young, 2013). A knowledge organiser acts as a planning, teaching and assessment tool. It provides complete clarity to leaders, teachers, pupils and parents about what is expected to be learnt and remembered by the end of the study and in the long term.

Lesson Elements & Planning: PowerPoint or Spark presentations will be developed by Class Teachers using the lesson element documentation to ensure consistently good teaching all areas of the curriculum. Teachers will add specific notes to their presentations to demonstrate scaffolding/worked examples being used to support learners. The slides aid pupil memory by making effect of ‘dual coding’ (Paivio 1986; Mayer & Moreno, 2003). The benefits of receiving explanations through both the visual and auditory channel is well established in the research literature. Not to be confused with the discredited learning styles approach, dual coding can improve the absorption of new knowledge without increasing extraneous cognitive load.

Quizzing: The benefits of regular retrieval practice with little or no support is one of the most robust findings in cognitive psychology. Low stakes quizzing is efficient, effective and motivating for pupils whilst providing teachers with vital information about what pupils have misunderstood and/or what they may be struggling to remember. Retrieval Practice tasks will be implemented at the start of every lesson, utilizing understanding of interleaving and spacing to ensure content is retained for the long term. In addition to this, at the end of each half term, children will complete an interleaved quiz within the subjects of History, Geography & Science.












Final Outcomes: At the end of each unit, pupils will produce a final outcome. This ensures that pupils are able to synthesis and elaborate on all the knowledge they have acquired throughout the area of study, whilst also setting them up for success in secondary school. The ability to reason, argue, persuade, and consider multiple perspectives are crucial but ultimately domain specific, and so each outcome will allow for their understanding to be contextualised with the knowledge taught during the unit.



The Inspire Long Term Curriculum Map






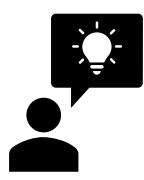







	Discover: Enquiry Essay		Explore: Geographical Data		Create: Humanities & The Arts	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	Who is Looking Back at Me? 	Can You Feel That? 	What Can My Body Do? 	Does A Duck Moo? 	What Colours Can You See? 	What Can My Body Do Now? 
Pre-School	Hello, What's Your Name? 	Mirror, Mirror on the Wall...Who is the Fairest of Them All? 	Can You Feel Your Tastebuds Tingle? 	Does Your Street Look Like Mine? 	Who Are Our Local Heroes? 	How Does Our Island Compare? 
Reception	It Starts with Me 	Into the Woods 	The Land Down Under 	Earth and Space 	Splendid Safari! 	Growing and Changing 
Year 1	My School, My Community 	History of Homes 	To Plymouth & Beyond! 	The Great Fire of London 	Weather & The World 	Terrific Travel 
Year 2	What a Wonderful World 	Significant Explorers 	Desert v Dartmoor 	Significant Inventors 	Our World, Our Food. 	Significant Artists 
Year 3	Village, Towns & Cities 	The Railways 	Mountains, Volcanoes & Earthquakes 	The Stone Age... 	Weather, Water & Climate 	...To The Iron Age 
Year 4	Rivers 	Ancient Egypt 	Land Use/Slums? 	The Amazon 	Natural Resources 	Ancient Civilisations 

<p>Year 5</p>	<p>The Mediterranean</p> 	<p>Ancient Greece</p> 	<p>Biome</p> 	<p>Roman Britain</p> 	<p>Migration</p> 	<p>Anglo Saxons & Vikings</p> 
<p>Year 6</p>	<p>Local Fieldwork</p> 	<p>Plymouth & The Blitz</p> 	<p>Energy & Sustainability</p> 	<p>Globalisation</p> 	<p>Benin Kingdom.</p> 	<p>Young Enterprise</p>

The Inspire Multi Academy Trust (South West)

Lesson Elements

Symbol	Teaching Strategy	Teacher Should	Pupil Should
	Retrieval Practice	<p>Circulate the classroom as pupils' complete questions.</p> <p>Record/note any common misconceptions.</p> <p>Celebrate pupils for speedy recall.</p>	<p>Answer the question with little to no support.</p> <p>Try and retrieve the answers from memory.</p> <p>Self-mark or peer-mark at the end.</p>
	Whole Class Reading	<p>Lead a whole class reading session of a high-quality text.</p> <p>Model reading aloud.</p> <p>Define key words as they are encountered.</p> <p>Provide children the opportunity to read aloud.</p>	<p>Follow along with a reading ruler.</p> <p>Be ready to read aloud.</p> <p>Ask if they are unsure of any meanings.</p>
	Find the Answer	<p>Read the question aloud.</p> <p>Ask pupils to independently revisit the text, image, or data to find the answer.</p> <p>Reveal the answer and ensure pupils self-mark & correct where appropriate.</p>	<p>Pupils should know they can find the answer in the text.</p> <p>They should reread and search to find the answer or key information.</p> <p>Self-mark or edit incorrect answers.</p>
	Tell the Story	<p>The teacher should use narrative to reveal a key event, piece of information or process.</p> <p>The retelling should be performed, exciting, engaging, and memorable.</p>	<p>Listen to and watch the story.</p> <p>Volunteer to take part in the story.</p> <p>Act out the story and repeat the key steps.</p>
	TTYP	<p>Clearly state the question, problem, or topic for discussion.</p> <p>Indicate TTYP using hand signal.</p> <p>Drop into and support conversation and to move thinking on where appropriate.</p> <p>Consider triads and not partners.</p>	<p>Knee to knee and eye to eye.</p> <p>Repeat the question, problem, or topic for discussion.</p> <p>Build on each other's responses using ABC.</p> <p>Use the Oracy display to support good listening and speaking skills.</p>
	Think Like an Expert	<p>Display the source on the board.</p> <p>Model aloud looking closely and reading carefully.</p> <p>Think aloud to model making links using Oracy subject stems where appropriate.</p>	<p>Look closely at the source.</p> <p>Annotate it.</p> <p>Think back to information you have learned and make links to the KO.</p>
	Write Like an Expert	<p>Clearly read aloud the question.</p> <p>Explain the pupils will need to justify their written response with evidence and clear reasoning.</p> <p>Circulate to spot misconceptions.</p>	<p>Read the question carefully.</p> <p>Use background knowledge, prior knowledge, and the KO to write a full answer, justifying your response.</p> <p>Be ready to share your written answer.</p> <p>Edit and improve your answer.</p>
	Plot the Data	<p>Provide pupils with some data that they need to organise graphically.</p> <p>Model the first step or explain and scribe the steps.</p>	<p>Look at all the given data carefully.</p> <p>Record it in the set format (e.g., a graph or a timeline)</p>

	<p>Everybody Writes</p>	<p>Explain to pupils that they are going to need to give a longer, in depth written response. Model an example, a sentence or opening. Provide pupils with key words.</p>	<p>Pupils should provide a longer, more in-depth written response. Pupils to use technical vocabulary where possible.</p>
	<p>Debate It</p>	<p>Present a 'motion' for pupils to either support or oppose. Facilitate either a formal or informal debate. Probe and challenge the pupil's assertions. Consider use of elaborative interrogation. Model expectations.</p>	<p>Pupils should either support or defend. Pupils should use ABC technique to engage in discussion with their peers. Children should 'invite in' peers to ABC. Pupils should use the names of their peers and respond to challenges.</p>
	<p>This Reminds Me</p>	<p>Make an explicit link to a previous area of study which shares a similar or contrasting theme, concept, person, or event. Ask pupils to make their own links between this area of study and a previous one.</p>	<p>Pupils to share their links with the rest of the class. Pupils should explain how they made the link. Pupils should give reasons for their links.</p>