

Curriculum at Nether Stowe School

The purpose of the curriculum

The ambition at the Nether Stowe School is to provide a high quality education that transforms the life chances of our students through a 'knowledge engaged' curriculum.

Our framework of cognitive education enables children to think independently and contribute positively to society and the wider world.

The Intent of the curriculum at Nether Stowe School recognises the importance of:

- Building and applying knowledge
- Developing cultural capital to address social disadvantage and ensure equity for all our students
- Growing our students understanding of meta-cognition and meta-memory to improve their learning
- Collaborative planning so to ensure a sequenced curriculum, that develops well-ordered schema in our students' long term memory

To realise this ambition the curriculum at the Nether Stowe School has been developed around four core principles of cognitive thinking strategies:

1. Teaching the right knowledge

Leaders recognise that curriculum expertise lies within the classrooms. Identified outstanding practitioners have been contributing to a pilot project, through which new curriculum is being designed for Ks2 and Ks3. The pilot has enabled practitioners in history, MFL and science, to meet with expertise across the ATLP to design a sequenced curriculum, that considers the very best that their subjects have to offer.

2. Retrieval practice

Recalling something that students have learnt in the past and bringing it back to mind is proven to have a more profound impact than rereading material. Low stake testing is a regular feature of the 'Do Now' activities that start every lesson at Nether Stowe School. Although the desired lag time for retrieval is unclear, students are encouraged to recall topics taught 'last week', 'last month' and 'way back'. Students are requested to self-assess low stake tests to ensure that they are aware of topics that need to be reviewed further in future.



Fact Retrieval 1

How many points did you score?



Where did the Black Death originate from? [1 point]	Where did the Black Death originate from? And can you give one reason why it spread quickly across England? [2 points]	Where did the Black Death originate from and when did arrive in England? And can you give one reason why it spread quickly across England? [3 points]
Give two methods that were believed to prevent the spread of the Black Death. [1 point]	How could you prevent miasma and how did flagellants believe they were preventing themselves from catching the Black Death? [2 points]	How could you prevent miasma and how did flagellants believe they were preventing themselves from catching the Black Death? What was the real cause of the Black Death? [3 points]
Give two causes of the Black Death. [1 point]	Give one supernatural and one religious cause of the Black Death. [2 point]	What are the four humors and how did they believe these cause the Black Death [3 point]

Knowledge organisers are used in many areas of the curriculum. Students will be required to engage with core subject knowledge for home study and retrieve and apply this knowledge through 'Know It', 'Grasp It' and 'Think It' activities.

Y7 Knowledge Organiser: What were the consequences of William's victory in 1066?- Black Death

Where did the Black Death (or the **plague**) come from and why did it spread so quickly?

Originated from China and spread into Europe through ships.



Why did it spread so quickly?

- Overcrowding
- No understanding of the causes of disease
- King/mayor of London does not care about public health

The **bubonic plague** was caused by a bacteria carried in fleas. Fleas carried by rats would be passed on to humans. Infected patients would spread the bacteria causing the **pneumonic plague** when they coughed.

What were the causes of the Black Death?

At the time, people blamed:

- God (sent as punishment)
- **Miasma** (unpleasant smell that caused illness)
- Position of the stars and planets
- Minority groups (including Jewish people)
- Four Humours (medieval doctors believed that the body was made up of **four humours**. An imbalance in one of the four humours caused illness)

However, the real cause of the Black Death was a germ carried by rats.

Why was the Black Death significant?

- **Significance**= this is an event that has long lasting impact.
- Around 40-60% of Britain died
- Impact on religious beliefs- priests running away and deserting their jobs- people lose faith.
- People do not understand what is happening and why it is happening. It shows they do not have an understanding of causes of disease and cures.



How did people try to cure and prevent the Black Death?

People tried to prevent it by:

- People tried to prevent the Black Death by burning fires to stop the bad smells.
- King Edward asked the mayor of London to clean the streets.
- **Flagellants**- people whip themselves to punish themselves in hope that God did not send them the disease.
- Sitting in a dung heap

They tried to cure the Black Death by:

- Natural remedies
- Prayers

Symptoms of the plague include a fever, vomiting and swelling on the body called **buboes**.

Know It

1. Where did the Black Death come from?
2. What date did the Black Death arrive in England?
3. Why did it spread so quickly?
4. What were the four causes of the Black Death?
5. Can you name the four humours?
6. Who are flagellants?
7. How did people try to prevent the plague in medieval times?
8. What were cures of the Black Death in medieval times?
9. What are buboes?
10. How is the bubonic plague different to the pneumonic plague?
11. What is a significant event?
12. How many people died as a result of the Black Death?
13. Why did people lose their faith as a result of the Black Death?
14. Did medieval people recognise the real cause of the Black Death?

Grasp It

Design an information booklet to be distributed to medieval people. Explain to the people what are the cause of the Black Death and how they can prevent the spread of it. If they catch it what should they do?

Think It



How do you know these patients are suffering from the plague?

How is the priest trying to prevent the spread of the plague?

What was the most frightening thing about the plague to medieval people?

If you could travel back in time, how would you explain the real cause of the Black Death to a group of medieval doctors?

3. Spaced practice

This is where knowledge is rehearsed for short periods over a longer period of time. It is good practice to block learn, and then repeat over time. This leads to better long-term retention of knowledge. Reteach activities to gauge prior understanding before moving on to new content.

4. Application of knowledge

Planned questions using the twelve 'Thinking Harder' devices will require students to apply newly acquired knowledge, so that students are better equipped to fluently use this in varying contexts.

Cognitive Load Theory

Professional development will focus on the principles of cognitive load theory and the practical application of these to lesson planning.

Training will be built around an appreciation that new information must be processed in the short-term working memory before being stored in the long-term memory. The capacity of the short-term memory is limited and can become overloaded, limiting the ability of the brain to process new information. Planning needs to consider that the novice learner requires additional support so not to overload their working memory.

However, overly supporting the learning can limit the depth of understanding for those with greater expertise in a subject. Experts learn more effectively in lessons where there is an enquiry-based approach. New knowledge is stored in the long-term memory in schemata [complex structures that link related topics together]. The schemata create meaning and can be built on over time.

The use of Red Zone at Nether Stowe School, is a strategy to manage cognitive overload. Red Zone is a timed opportunity for students to apply acquired knowledge to relevant subject specific assessment objectives. In circumstances where the style or genre of writing is new, the Red Zone is heavily scaffolded to support the novice learner. Scaffolds include a deconstructed a model answer, lists of tier 2 and 3 academic words applicable to the task and sentence starters. As the students become more proficient in the style of writing elements of the scaffold are removed. When expert the students would be expected to answer the question independently with no support.

You are entering the

'Work in silence, let your success be your noise'
Frank Ocean



Question title: How reliable is source A in helping us understanding what factory life was like in the 1830?

Words or phrases to use in your answer. Write these down in your exercise book above your paragraph, and tick them off as they get used.

Pauper
Apprentices
Illustration
Source
Industrial revolution
Campaign
Utility

Possible starter sentences:

The source is. . Useful to a historian studying factory conditions
The source shows
I know that. . .
The background of the source makes it useful because. . .
However there are limitations to the usefulness of the source. . .
Overall the source is. . useful to a historian because. . .

In addition, ongoing training will focus on the use of teaching techniques to manage cognitive load. These will include:

- **Elaboration:** Students verbalising their understanding.
- **Dual coding:** Presenting new knowledge visually and verbally. Retention of knowledge is enhanced as visual and verbal information is processed through different channels of the brain.