

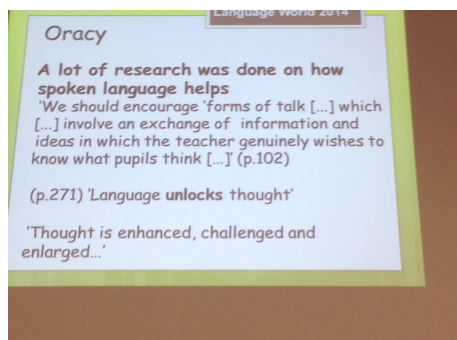
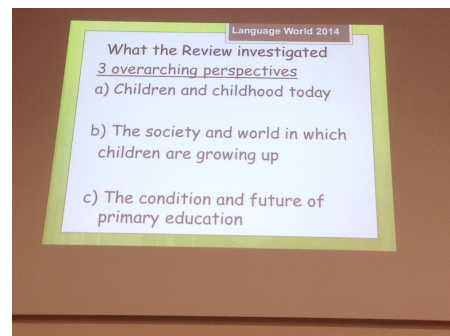
Liz Black

Read The Cambridge primary Review
Really inspirational read - comprehensive investigation into
primary education - independent (inc of Govt)

Findings

Ch concerned about their world - poverty gap, pollution,
climate change
Parents in loss of respect esp between generations
So our teaching should reflect this

Review should last beyond any govt "it is for all who invest
deeply"



Lots of work to do developing life long skills- add depth to
learning beyond literacy and numeracy

Can we teach new knowledge through language?

Ch should engage in conversations - use group talk from ks3
in ks2 - nit just responding but also asking.
Eg teach opinions

At ks3 taking should go beyond immediate needs and
interests - so teaching new things, moving on from blue pencil in my pencil case

Literacy shed - great resources - inspiring videos
We need to move on the content and challenge eg
emotional responses to videos

The Arrival - Shaun Tan
The Island - Armin Greder (Die Insel)
Use picture books with no vocabulary

Amazing resources - Centre for global ed



Thematic enquiry

We shouldn't dumb down what we offer in languages
Eg use Take Mali / Hola Perú

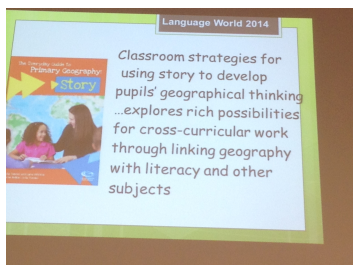
In Geo, do who are we, challenged to think about self and
communities and how they form and change - we need to bear this in
mind

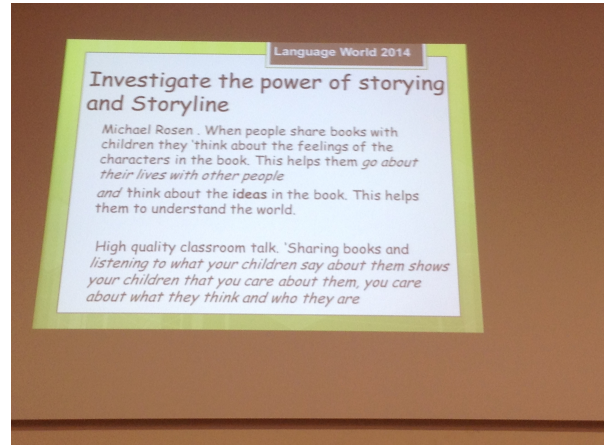
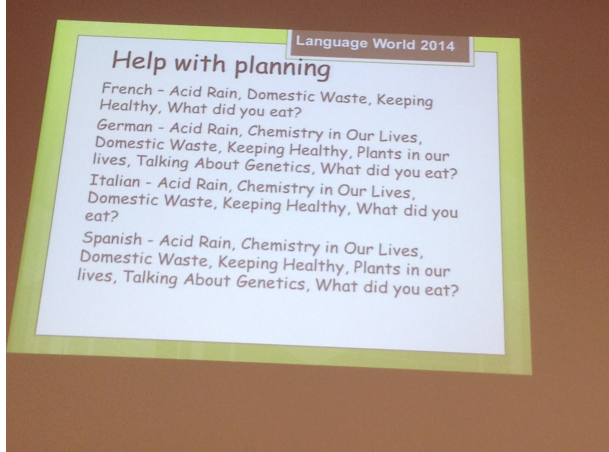
Using story

In Science it talks of many societies and cultures

The assoc of science education has resources in many languages already - looking for ladybirds!
And can link you with other schools across the world to share data

Don't forget LinkedUp projects





Encourage storming and Storyline -

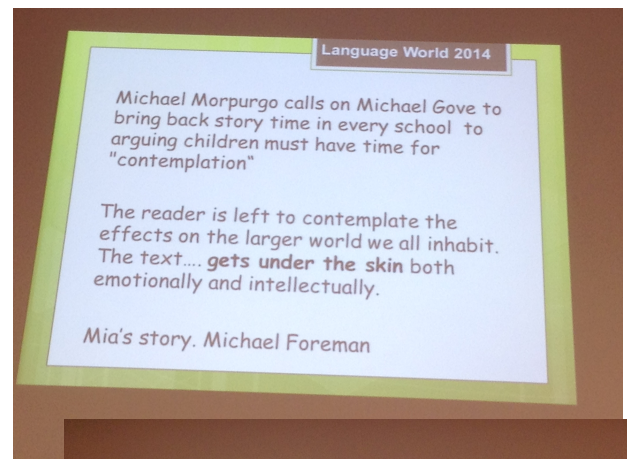
High quality classroom talk about books? How will we do it? Is there a way to do it with all on board.

Michael Rosen's book of poetry about science and technology

Look think talk has started in ks1- channel interests and discuss at ks3

Mia's story - Michael Foreman

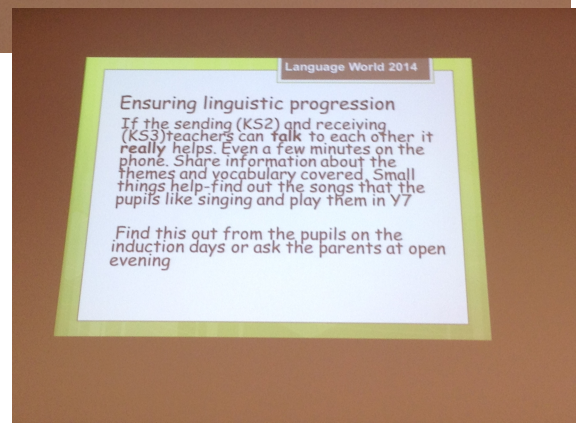
Using drama techniques - thought tunnel, conscience alley on dilemmas - deepen learning and language unlocks thoughts
freeze frame then spontaneous talk of thoughts
= moves language on faster not "he's sad" but "I think he is sad because..."



practicalities - see slide

What could come from all this?

What impact can we have?



Important qualities of teachers

Special x4

Teachers, learners, subject and opportunities

Building on ks2

Padlet.com/wall/lw2014