

A Curriculum Model

CHAPTER 8 | SCHWEIG & GOR: DESIGNING AN INCLUSIVE CURRICULUM



Sketching a curriculum

1. Start with discussion about what matters for you in your school community. What is the core? What do you want to achieve? Broaden discussion beyond purely academic results for example.

2. The Schweig and Gor chapter had 'well rounded human beings' at the heart of its curriculum design. They spoke about the importance of love in the curriculum design. Draw a circle and write the words, those core values/expectations/dreams/wishes for the children in your care.

3. Next question is...

If we want our children to be like...how do we have to be as adults?

4. Next question is...

If we want our children to be like...what do they need to learn to achieve these goals?

Keep broad categories (don't go straight for reading, writing, maths) but focus on things like: they need to be able to share ideas, build relationships, argue respectfully, be independent etc.

5. Around the first circle, draw another circle. In this second circle write the answers to question 4 above.

6. Next question is...

We know what we want our children to be like and our goal for them (first circle).

We know what they need to learn to achieve these goals (second circle)

How do we organise subjects so that they are meaningful for children and support our goals in circle one and our key learning aspects in circle two?

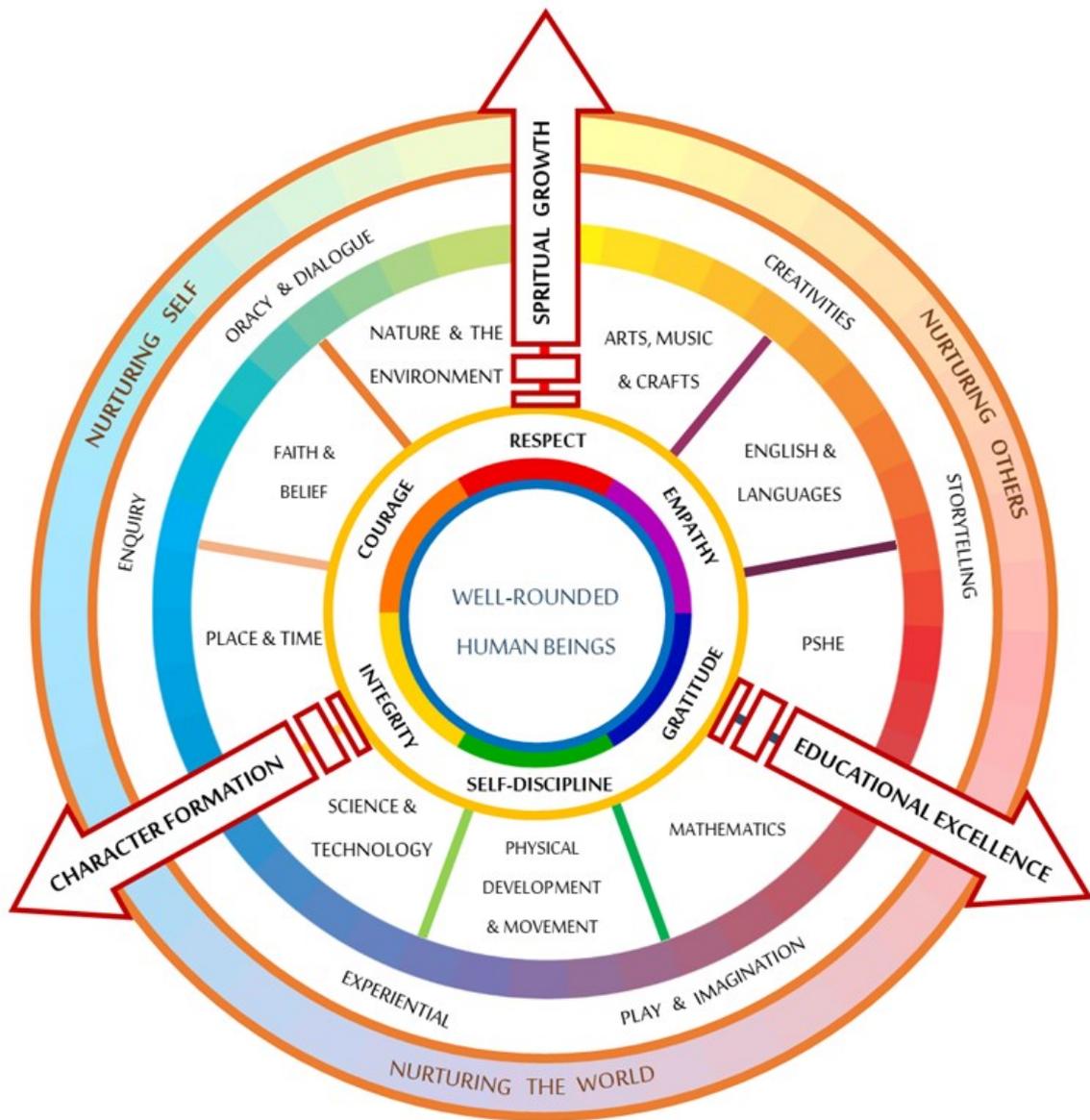
This could be in the next circle

7. In the final circle, consider what you might see enacted in your school.

How do you assess what you value?

Avanti Schools Trust Curriculum Review

In 2020, the Avanti Schools Trust commissioned an external review of the curriculum. A similar process to the one described here took place. This is an example of the curriculum model which



Nine Domains of Learning

We define each curriculum subject as:

Nature and the Environment: this has the potential to be an innovative part of the curriculum. It will attend to sustainable life skills, awareness and respect of the natural world, building ethical responses to climate change and developing children's agency.

Arts, Music and Crafts: this also has the potential to be an innovative part of the curriculum, building on the strengths that exist in each school. We hope the curriculum contributes to the vigorous campaign to develop the arts. This can be achieved through teaching that enables creativity and imaginative activity (though this is not confined to the arts). Handcraft is a unique aspect of the curriculum offer. Singing should feature as part of every school day to develop musicianship and community.

English and Languages: this domain includes spoken language, reading and writing, literature and wider aspects of language and communication. We strongly advocate the development of storytelling as a useful and 'psychologically privileged' pedagogic tool (Willingham, 2009). A clear progression of stories should be developed from Reception to Year 6 (and beyond). There should also be a core offer of key rich and diverse texts that children will read from Reception to Year 6 ([CLPE](#) is a well-regarded source of information regarding this). The Steiner approach to the learning of languages is valuable. We suggest that this model is followed. Principals are best placed to decide whether one or two languages can be taught, due to time constraints, timetabling and local expertise.

Mathematics: children learn problem solving, reasoning and fluency skills through a well-planned course that develops mathematical thinking. A broad offering balances fluency in number with other strands of maths such as geometry, measurement and statistics. The application of knowledge and skills should be planned for and embedded in the curriculum offer.

Physical Development and Movement: children develop positive relationships with food and attitudes to their physical body through skills of agility, coordination and teamwork. The aim is to develop healthy sustainable lifestyles. Yoga is a key feature of this aspect of the course and where there is skill and expertise locally, this could include eurhythmy and other forms of dance and movement.

Science and Technology: children explore and develop understanding of science and the workings of the physical world. This will also attend to the consequences of humans' interactions with and actions within the physical world.

Place and Time: including history and geography, this aspect develops children's understanding of how cultures are shaped by events, consciousness and identity. It also includes the geographical study of location, other people, other places and human interdependence.

Personal, Social, Emotional Learning: allowing children to develop the knowledge, skills and values that will equip them to be healthy, safe and lifelong learners. PSHE learning is integral to character formation through deepening children's understanding about health and wellbeing, relationships, and living in the wider world. Avanti has already developed an updated PSHE curriculum that is in line with the model recommended herein.

Philosophy, Faith and Belief: building on the Avanti Schools Trust PRE curriculum, this aspect of the course will expand children's cultural and religious understanding of the world. Through experiences and exploring diverse beliefs, children develop respect and embrace intercultural diversities.

See also <https://avanti.org.uk> and <https://avanti.org.uk/core-principles/>