

# BASL Teams Seminar

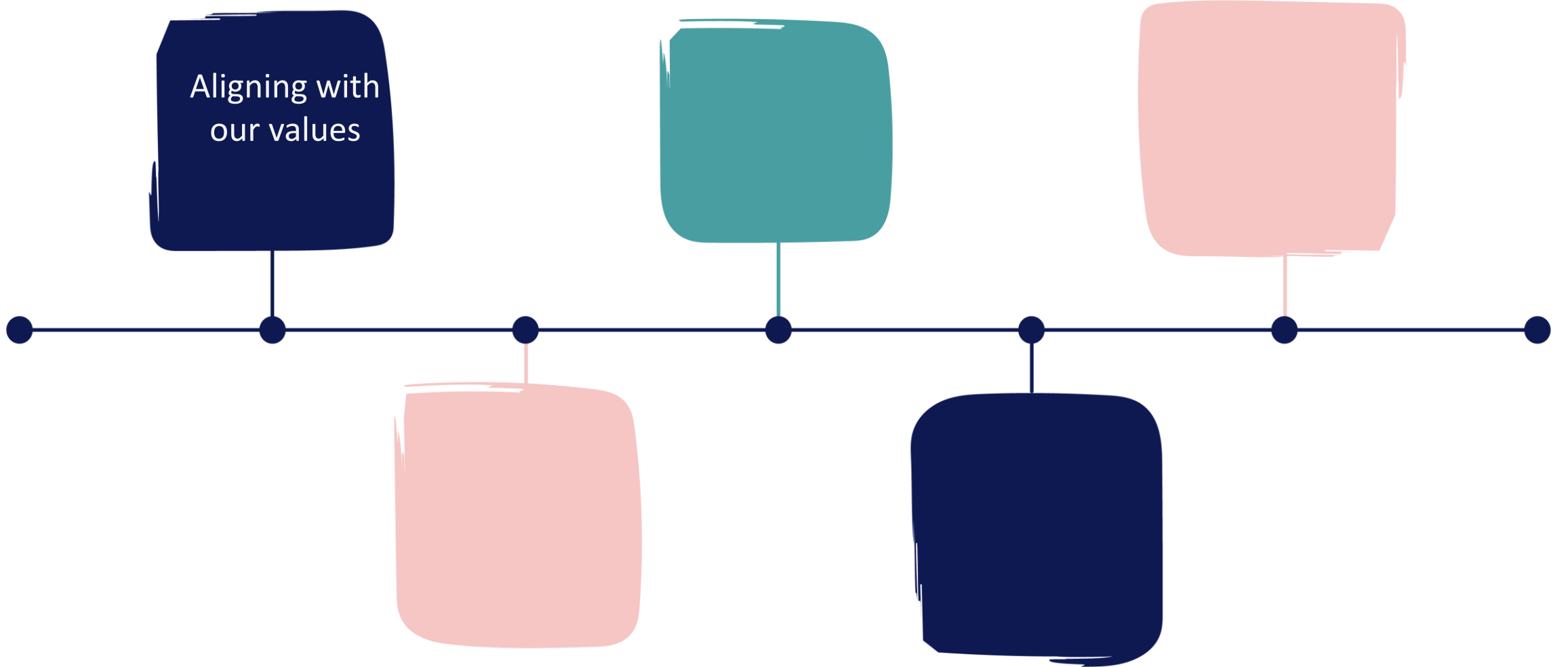
*An ambitious, inclusive curriculum  
for every child*

5 December 2025

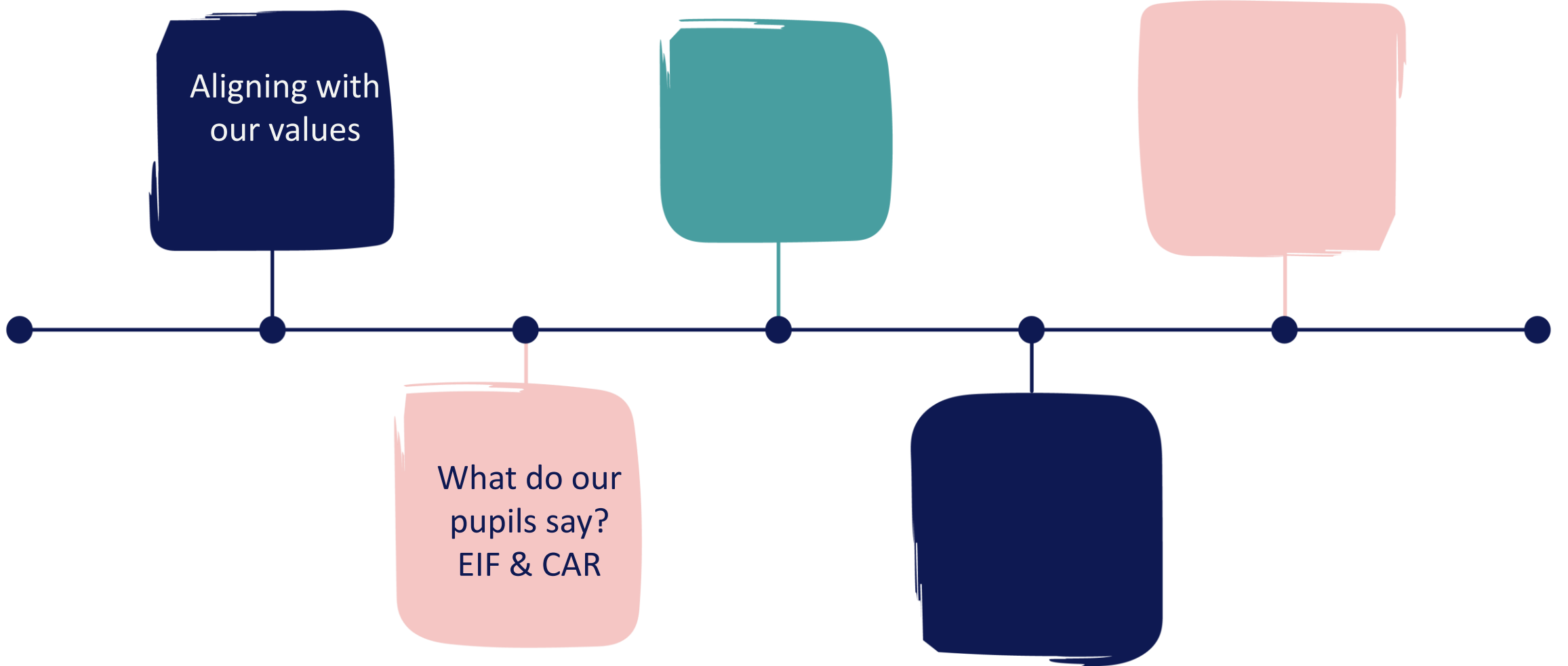


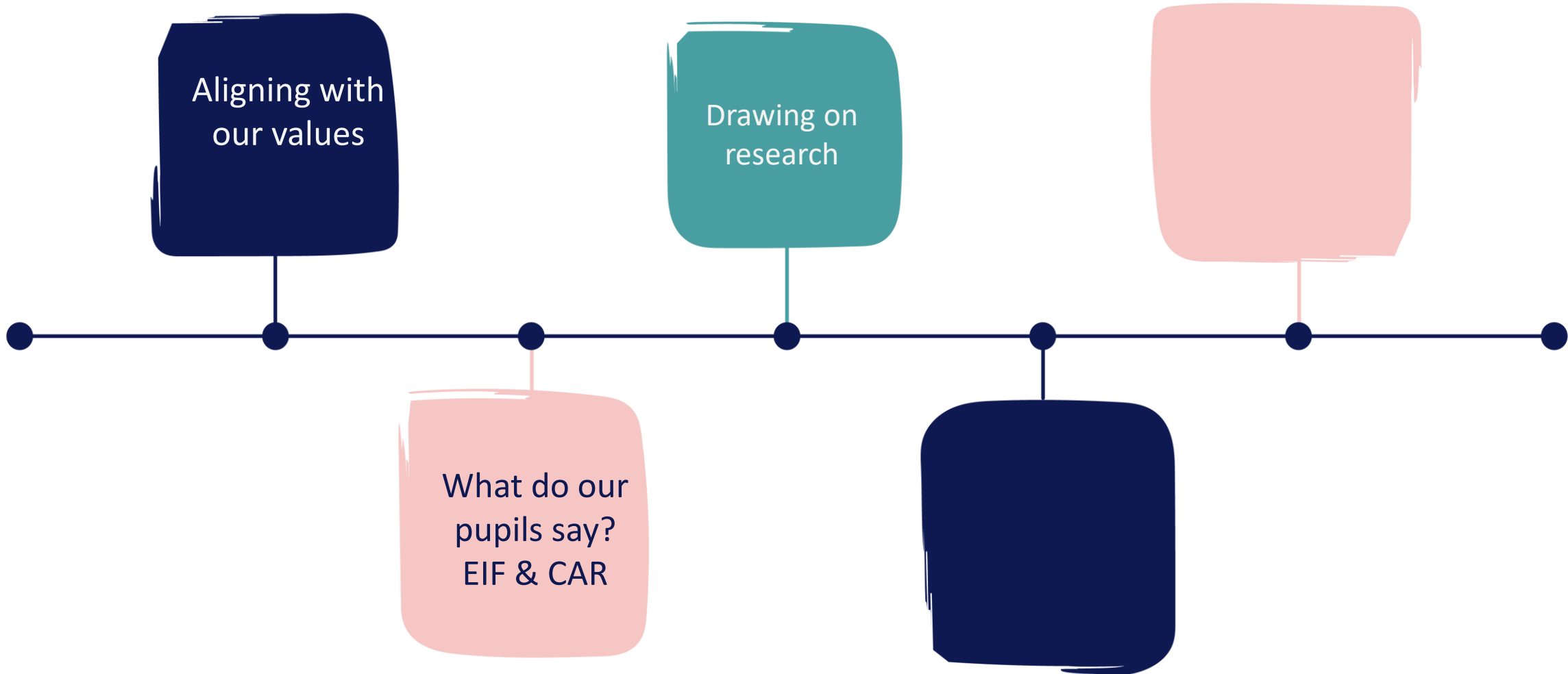
Mary Myatt

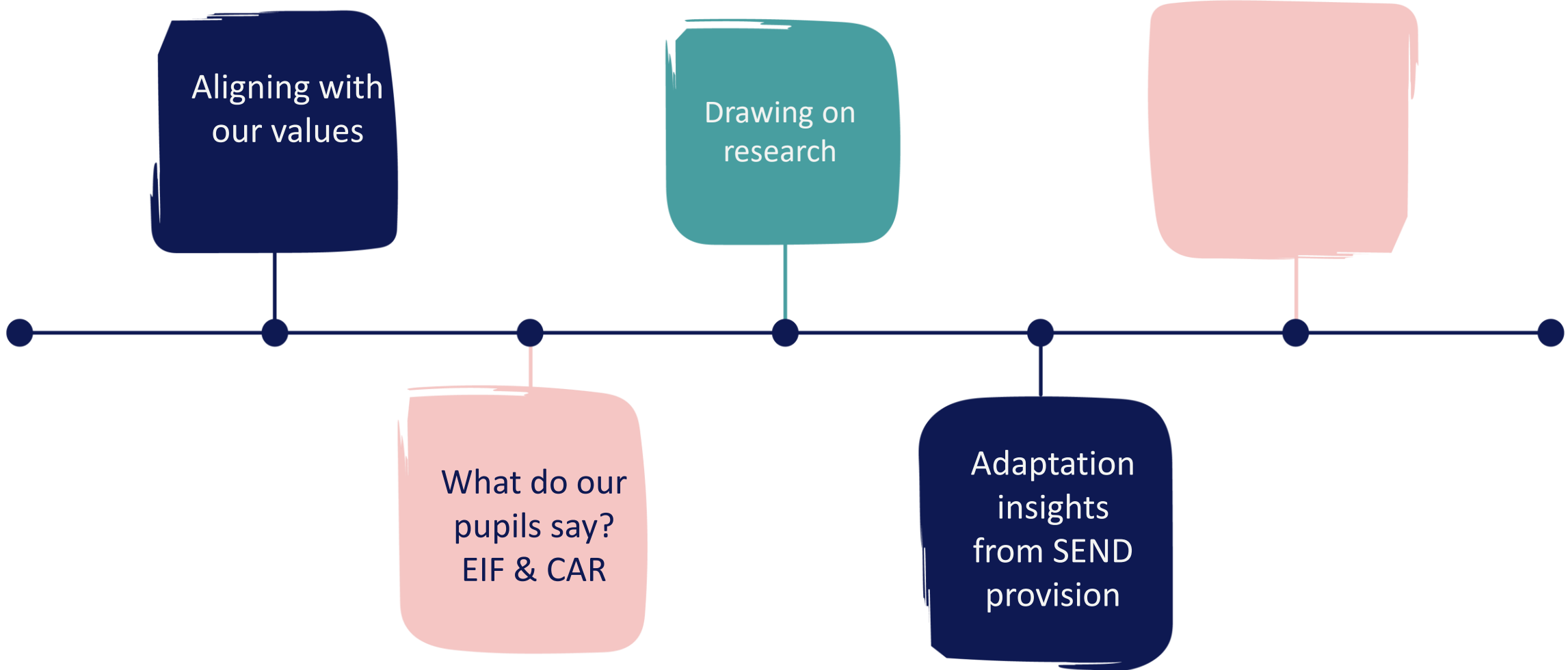


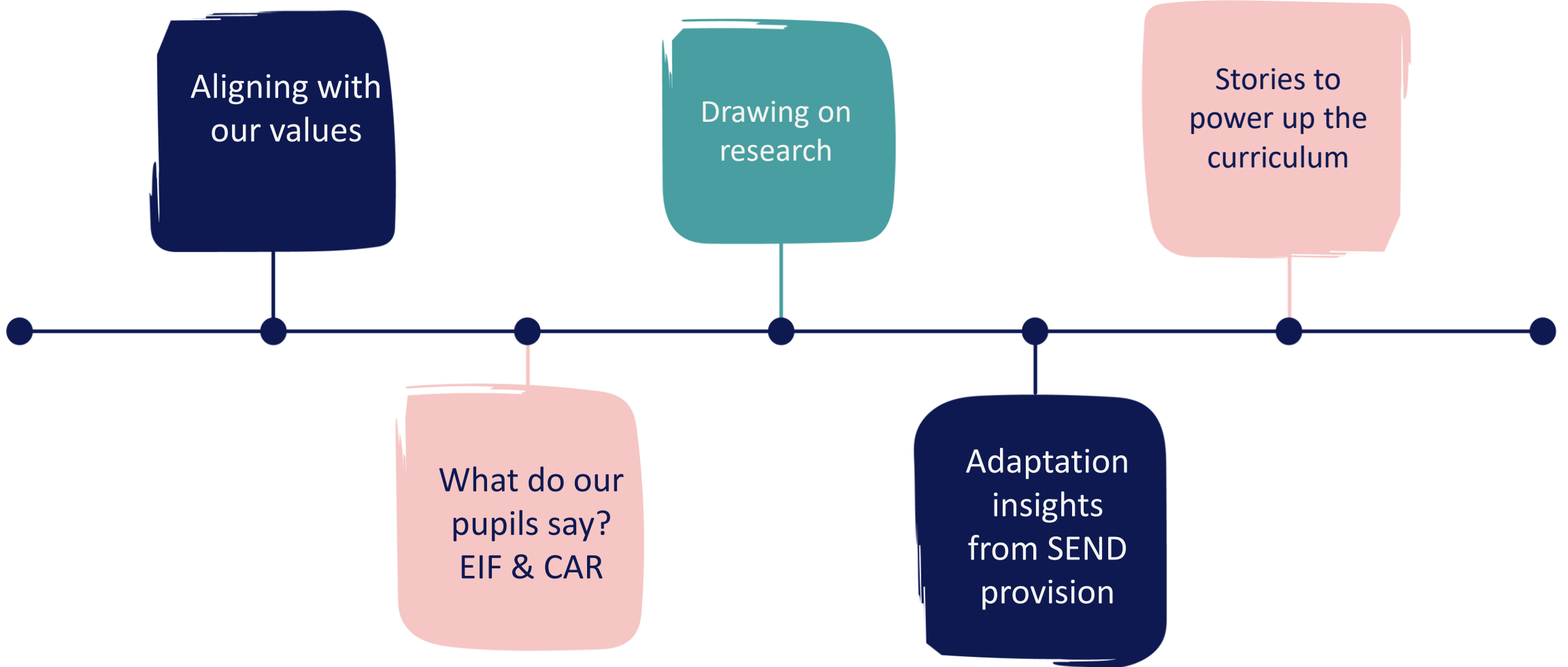


Aligning with  
our values











Pupil voice



Pupil voice



Inspection toolkit





Pupil voice



Inspection toolkit



CaAR

What pupils say





# Entitlement



Mary Myatt @MaryMyatt · 16 Aug 2016

On ability setting. Chn's views. Breaks your heart... Via [@AlisonMPeacock](#)

*The first day the children were back we asked them what they thought of ability groups. The answers were astounding. The 'more able' loved it; they enjoyed being the 'bright' ones and having 'special' challenges set by the teacher. They also saw working with the teacher as a negative. The middle group were annoyed that they didn't get the same work and challenges as the other group; they wanted to try harder work but they had worked out they would never be moved up as there were only six seats on the top table. The 'less able' were affected the most. They felt 'dumb', useless, they thought they would never be allowed challenges as they usually work with the teaching assistant (some by Year Five were completely dependent on the teaching assistant to help them). This 'less able' group liked the sound of some of the challenges the top group had, but knew they would never get the chance.*



37



360



281

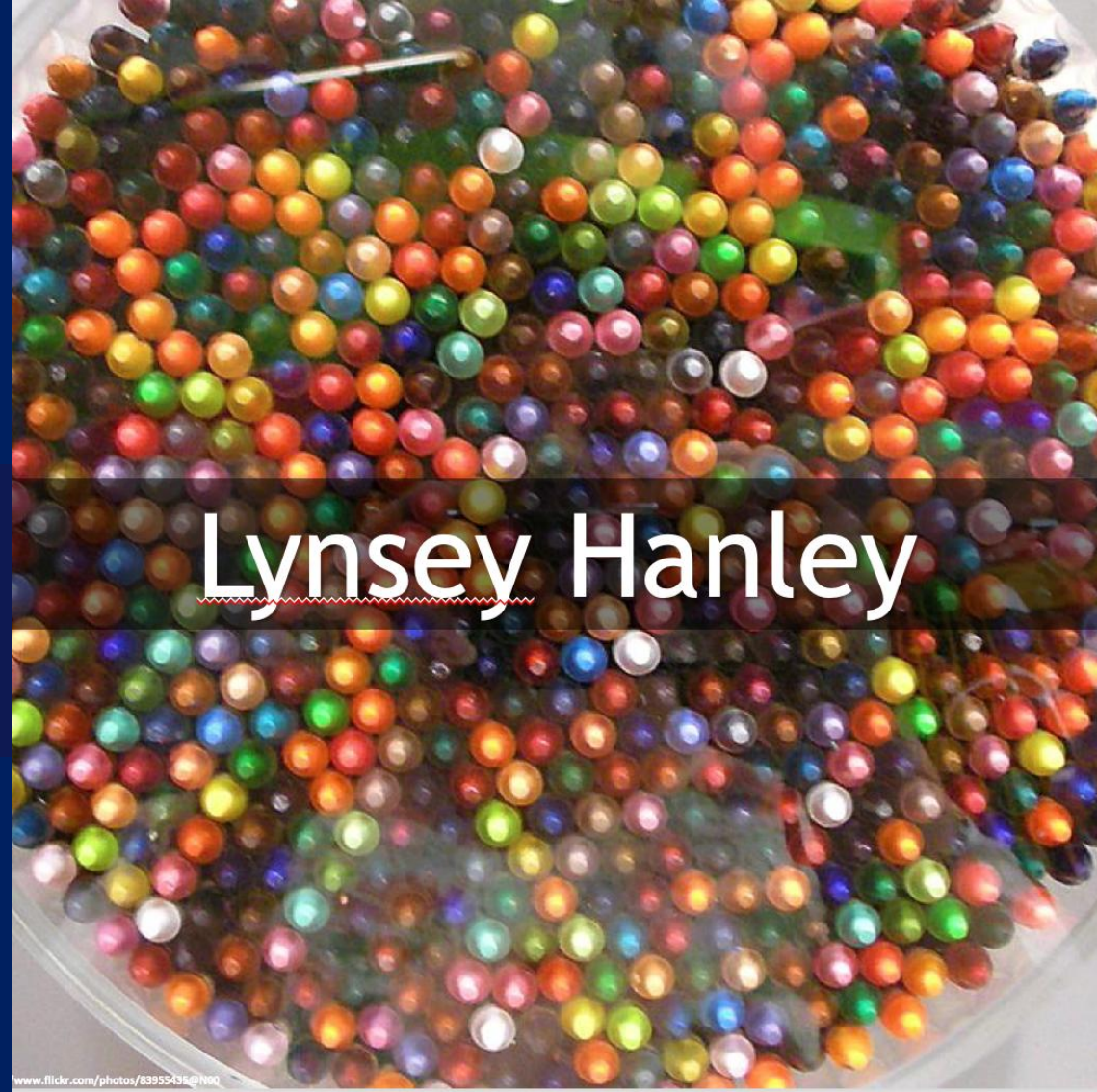






Respectable

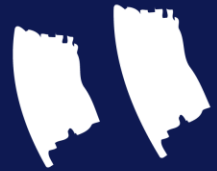
Lynsey Hanley





He took us seriously : not in the sense that he treated us like miniature adults, but in the way he acted upon his belief that we had a right to be heard, and that we were as much a part of society as any adult or any middle - class child, whose right to be heard – to form and express an opinion and have it interrogated





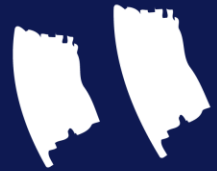
At the beginning of the year,  
Mr Bowell instigated two weekly institutions,  
the general knowledge quiz and the classroom  
debate.





In hindsight, the reason these felt so special, so invigorating , was that both were vehicles for verbal reasoning and for testing abstract concepts, neither of which our previous teachers had paid particular attention to.





I never saw stronger evidence that you are taught how to be inarticulate , and you learn how to be ignorant, through what is withheld from you.





Mr Bowell gave us a chance to talk and to reason before our ability to do so was allowed to wither from inattention.



High challenge

Low threat



## Gathering evidence about inclusion

In gathering evidence about identifying, assessing and meeting needs, and reducing barriers, inspectors consider the extent to which:

- leaders understand that the most effective inclusion strategy begins with everyday **high-quality inclusive teaching**, which has most benefit for the pupils who find learning hardest and reduces the need for individual adaptations
- leaders make sure their work improves the progress and achievement of pupils with SEND and **they do not lower their expectations** of them

How do we talk  
about the subjects  
we teach?



Unique?



Unique?  
Magical?



Unique?  
Magical?  
Contribution?



Ambitious?



## Curriculum and teaching

This evaluation area considers whether:

- leaders design a **high-quality, ambitious curriculum** for all pupils (the intent), paying particular regard to disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being
- leaders and staff deliver the curriculum effectively (the implementation) across all subjects, year groups and key stages
- leaders make sure that pupils build strong foundations for accessing the curriculum and for later success, including academic achievement, good health and well-being

# Art and Design

*'Every human is an artist'*

Don Miguel Ruiz

# Computing

*'Computers are like bicycles for the mind'*

Steve Jobs

# Design and Technology

*'Good buildings come from good people, and all problems are solved by good design'*

Stephen Gardiner

# English

*'When I read great literature, great drama, speeches, or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language'*

James Earl Jones

# Geography

*'Geography underpins a lifelong 'conversation' about the earth as the home of humankind'*

Geography Association

# History

‘A people without the knowledge of their past history, origin and culture is like a tree without roots’

Marcus Mosiah Garvey

# Languages

*'You live a new life for every language you speak.  
If you only know one language, you only live  
once'*

Czech proverb

# Mathematics

*'Pure mathematics is, in its way, the poetry of logical ideas.'*

Albert Einstein

# Physical Education

*'Physically educated persons are those who have learned to arrange their lives in such a way that the habitual physical activities they freely engage in make a distinctive contribution to their wider flourishing'*

James MacAllister

# Music

*'Without music, life would be a mistake.'*

Friedrich Nietzsche

*Stories to support curriculum planning*

[Home](#) ← [Bonus resources](#) ← [Subject Quotes](#)

## Subject Quotes

Art & Design

### Art & Design

- Don Miguel Ruiz -

The Teachers' Collection

Computing

"Computing is the mind"

### Computing

- Steve Jobs -

The Teachers' Collection

Design & Technology

"Good buildings come from good ideas, and good ideas come from good design."

### Design & Technology

- Stephen Gardiner -

The Teachers' Collection

English

"When I read great literature, great drama, speeches, or sermons, I feel that I have not achieved anything greater than to have feelings and thoughts through language."

### English

- James Earl Jones -

The Teachers' Collection

Geography

"Geography underpins a lifelong 'conversation' as the home of humankind."

### Geography

- Geography Association -

The Teachers' Collection

History

"A people without the knowledge of their past history, culture is like a tree without roots."

### History

- Marcus Garvey -

The Teachers' Collection

Best bets from  
research



## Teaching

In gathering evidence about teaching, inspectors consider the extent to which:

- the school's approach to teaching is based on an evidence-informed understanding of effective teaching and how pupils learn
- teachers have expert knowledge of the subjects that they teach and, if they have gaps in their knowledge, they are supported so that ineffective teaching does not disadvantage pupils

Peter Brown et al

make it stick



*The Science of Successful Learning*

Peter C. Brown

Henry L. Roediger III

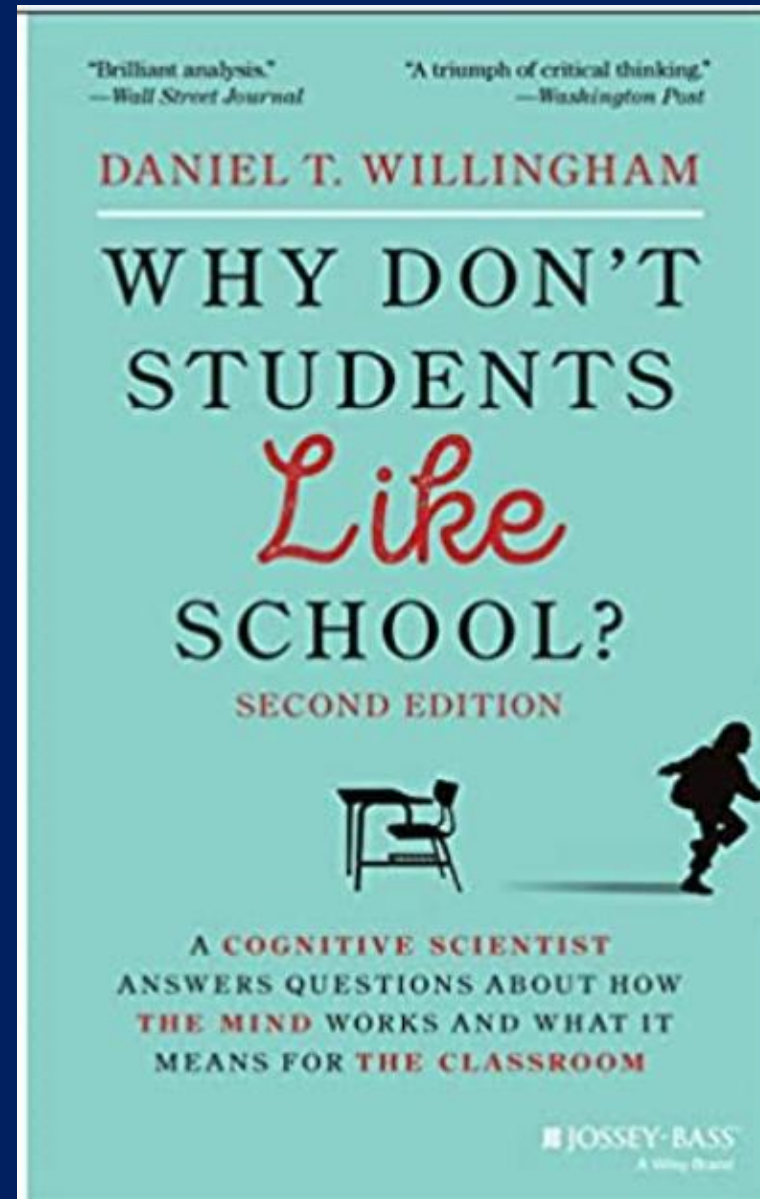
Mark A. McDaniel



Effortful



# Daniel Willingham





Human beings are curious.



Daniel T Willingham

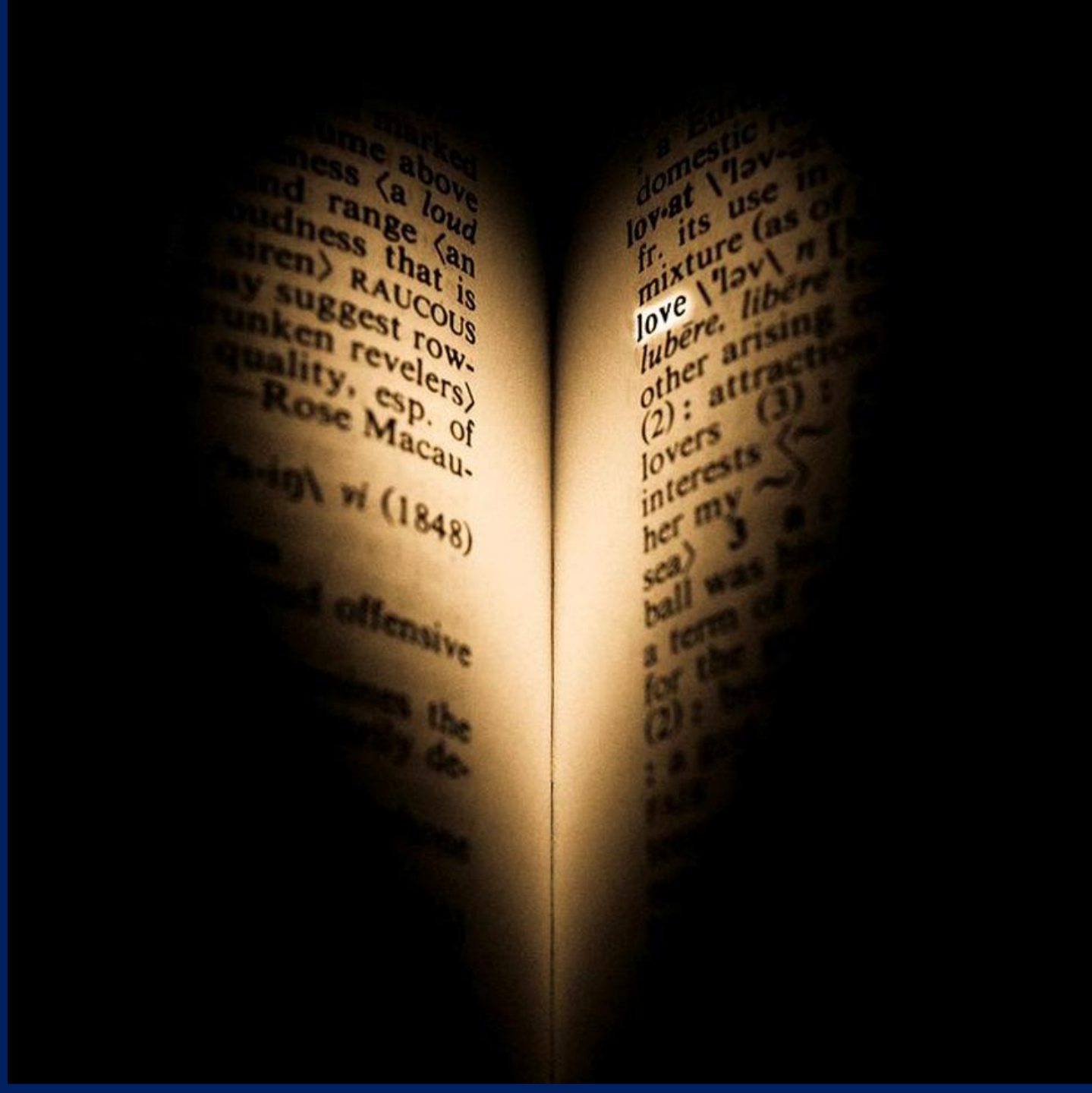


Thinking is hard.



Daniel T Willingham

Demanding work  
please



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above  
(a loud  
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(an  
RAUCOUS  
suggest row-  
drunken revelers)  
quality, esp. of  
— Rose Macau-

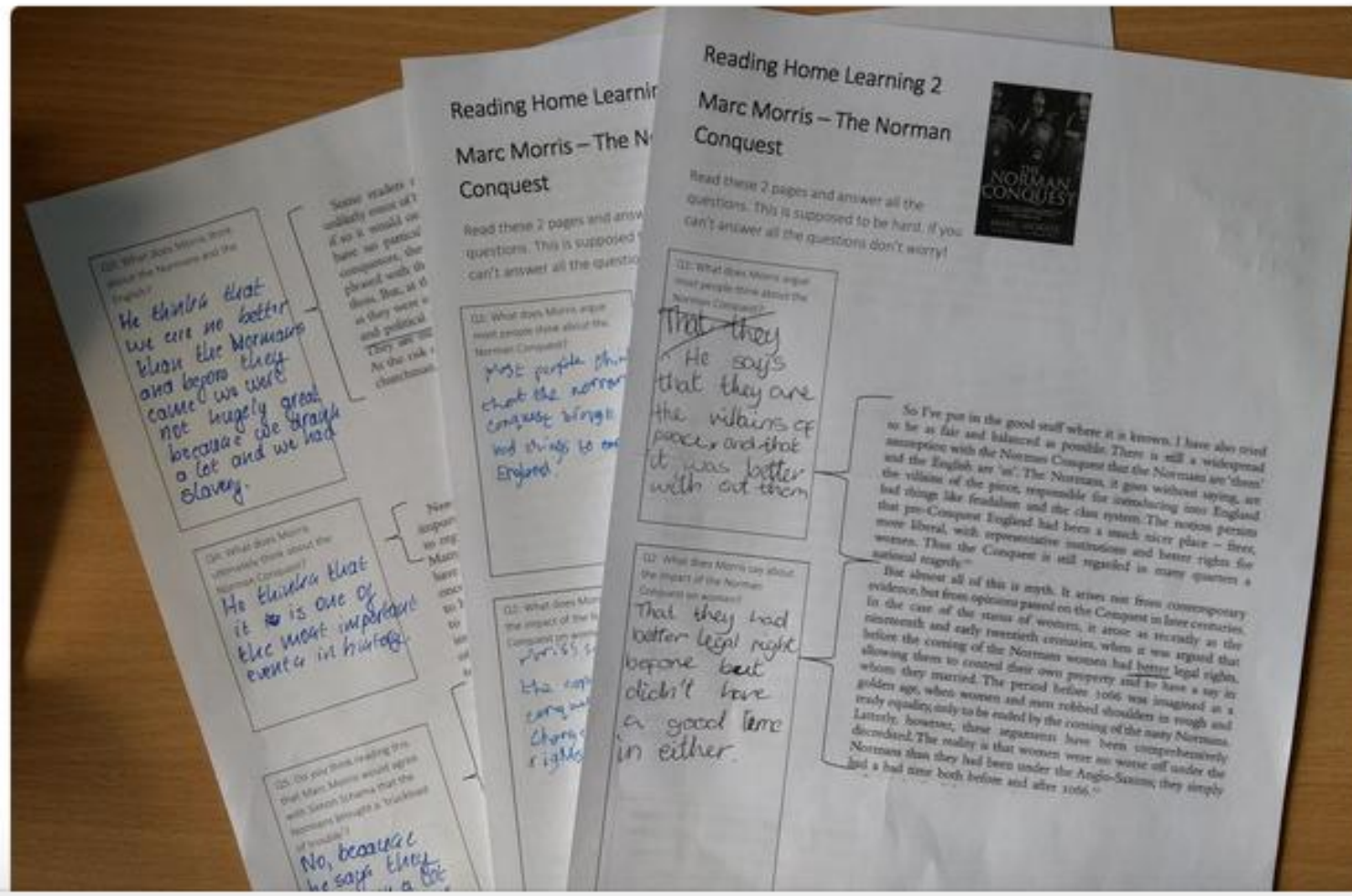
vi (1848)

offensive

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mixture (as of  
love \ 'lav\ n [  
lubere, libere to  
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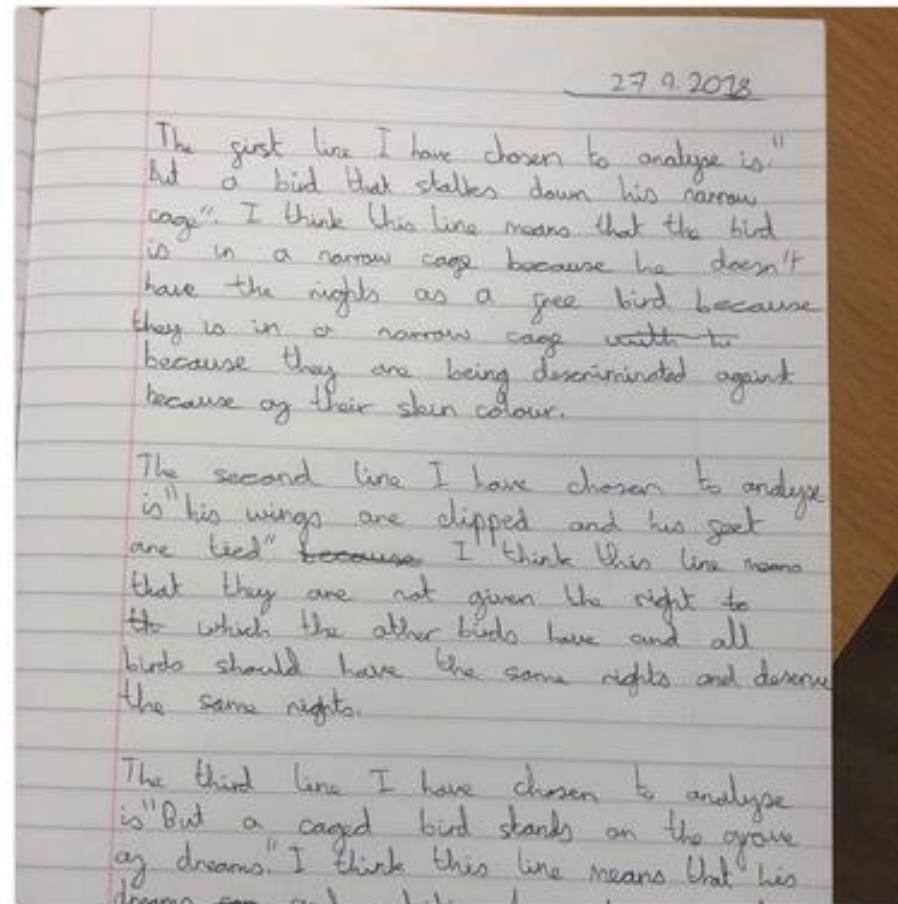
Tested out the scholarship reading homework with a Yr7 guinea pig class. Every student could access it. Even those with reading age less than 10. Clearly we need to have higher expectations of these kids.



Ashley Booth  
@MrBoothY6

Following

Why do I love whole class reading so much?  
Cos a child who would have been long  
considered 'low ability' can access texts like  
Caged Bird by Maya Angelou with their peers  
and subsequently bang out stuff like this.

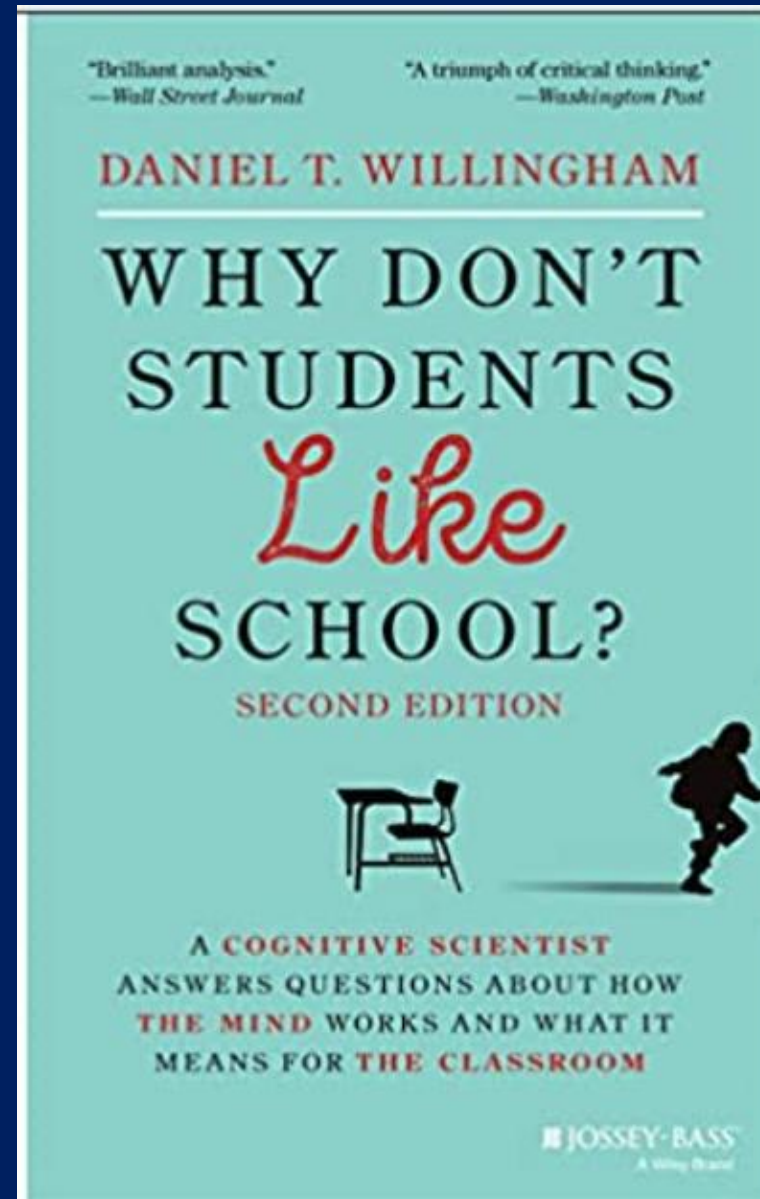


12:23 PM - 27 Sep 2018

89 Retweets 574 Likes



# Daniel Willingham





# The importance of concepts






Students can't learn everything, so what  
should they know?






Cognitive science leads to the rather obvious conclusion that students must learn the concepts that come up again and again—the unifying ideas of each discipline.





Some educational thinkers have suggested that a limited number of ideas should be taught in great depth, beginning in the early grades and carrying through the curriculum for years as different topics are taken up and viewed through the lens of one or more of these ideas.







From the cognitive perspective, that  
makes sense.



Willingham, Daniel T.  
Why Don't Students Like School?



Cognitive psychology has shown that the mind best understands facts when they are woven into a *conceptual* fabric, such as a narrative, mental map, or intuitive theory. Disconnected facts in the mind are like unlinked pages on the Web: They might as well not exist.



Stephen Pinker

# Holding baskets



COLLECTION

## Helping pupils learn the curriculum

♡ Add Collection To Favorites

# Helping pupils learn the curriculum through concepts

Mary Myatt



5 VIDEOS Autoplay

- Helping pupils learn the curriculum through concepts  
11:22

Mary outlines the research that shows that learning is likely to be deeper if we spend time identifying and teaching our pupils concepts.
- Helping pupils learn the curriculum through vocabulary  
09:18
- Helping pupils learn the curriculum through story  
10:25

## Helping pupils learn the curriculum through concepts

- ♡ Add to Favorites
- ↑ Share
- ✓ Mark as Watched

- making sure that teachers have expert knowledge of the national curriculum, the early years foundation stage (EYFS) and 16 to 19 study programmes as appropriate, and the subjects/phases they teach
- making sure the curriculum is implemented in line with leaders' intentions and that teachers teach the subject curriculum effectively, focusing on the most important **knowledge or concepts**, presenting information clearly, checking pupils' understanding systematically and adapting their teaching appropriately
- using assessment effectively to inform teaching and learning, and to help pupils **embed key concepts**, use knowledge fluently and develop their understanding

# Tier 3 vocabulary



# *Etymology*

Isosceles

Dinosaur

Incarnation

Migration



# Helping pupils learn the curriculum through vocabulary

Mary Myatt



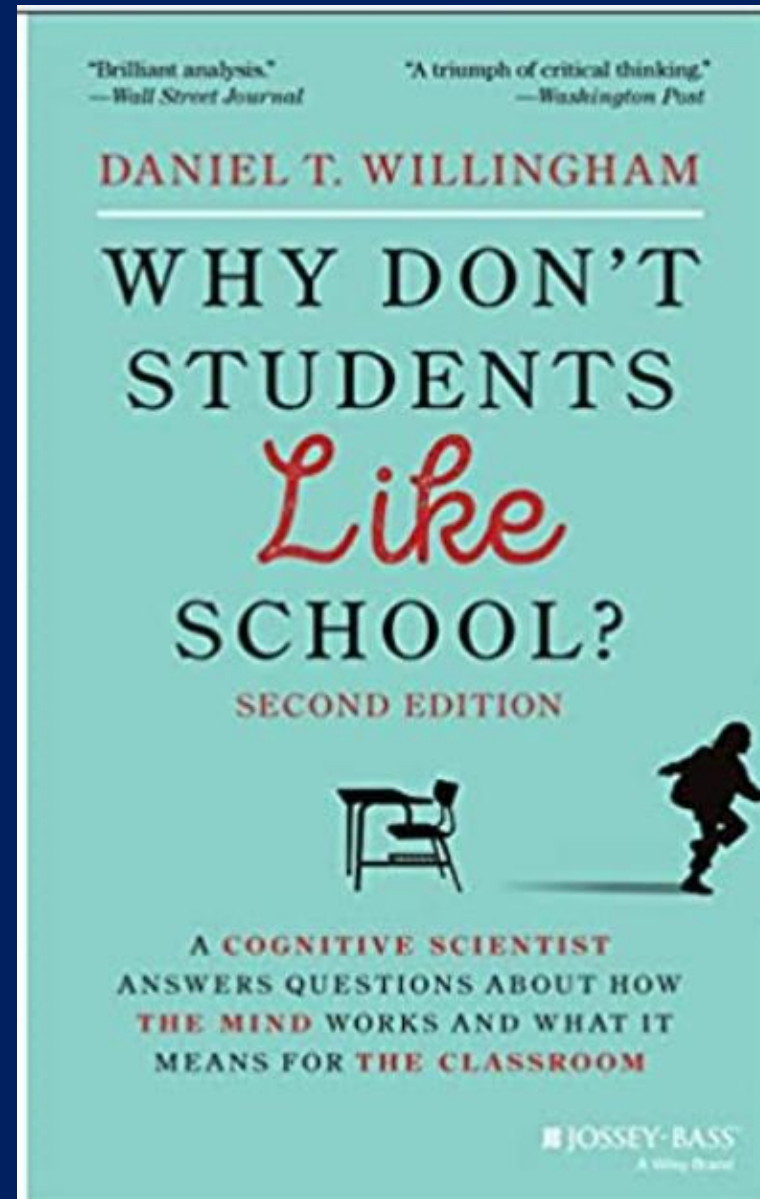
# Draft knowledge organiser

## Evolution and inheritance

*Charles Darwin's on the origin of species  
retold and illustrated by Sabina Radeva*

Evolution	Evolution is the theory that all the kinds of living things that exist today developed from earlier types. The differences between them resulted from changes that happened over many years. The simplest forms of life arose at least 3.5 billion years ago. Over time they evolved into the millions of species, or types, of living things alive today
Organism	An individual living thing, such as a plant, an animal, or a germ.
Sediment	Material deposited by water, wind, or ice
Theory	A reasonable, widely accepted explanation for why something happens
Fossil	The remains or trace of a living animal or plant from a long time ago. Fossils are found embedded in earth or rock
Species	Closely related plants and animals A class of individuals having common attributes and designated by a common name
Genus	A large group of different but closely related plants and animals. family. <i>Eg dogs and wolves are different species but belong to the same genus.</i>
Natural selection	A natural process of evolution in which the organisms that are best adapted to their environment survive and are able to reproduce, while those that are weak leave fewer or no offspring.
Extinct	No longer existing <i>Dinosaurs have been extinct for millions of years.</i>

# Daniel Willingham







# Our brains privilege story



Daniel T Willingham



Cognitive psychology has shown that the mind best understands facts when they are woven into a conceptual fabric, such as a *narrative*, mental map, or intuitive theory. Disconnected facts in the mind are like unlinked pages on the Web: They might as well not exist.



Stephen Pinker

Work to do...





# Reading deficit



# Barriers

1



2



3

Enjoyable

1



2



3

Enjoyable

Time

1



2



3


Enjoyable

Time

Evidence

# Faster reading research

'Simply reading challenging, complex novels aloud and at a fast pace in each lesson repositioned 'poorer readers' as 'good' readers, giving them a more engaged uninterrupted reading experience over a sustained period.' [onlinelibrary.wiley.com/doi/full/10.1111/1469-7610.12544](https://onlinelibrary.wiley.com/doi/full/10.1111/1469-7610.12544) thanks for link [@stevewillshaw](https://twitter.com/stevewillshaw)



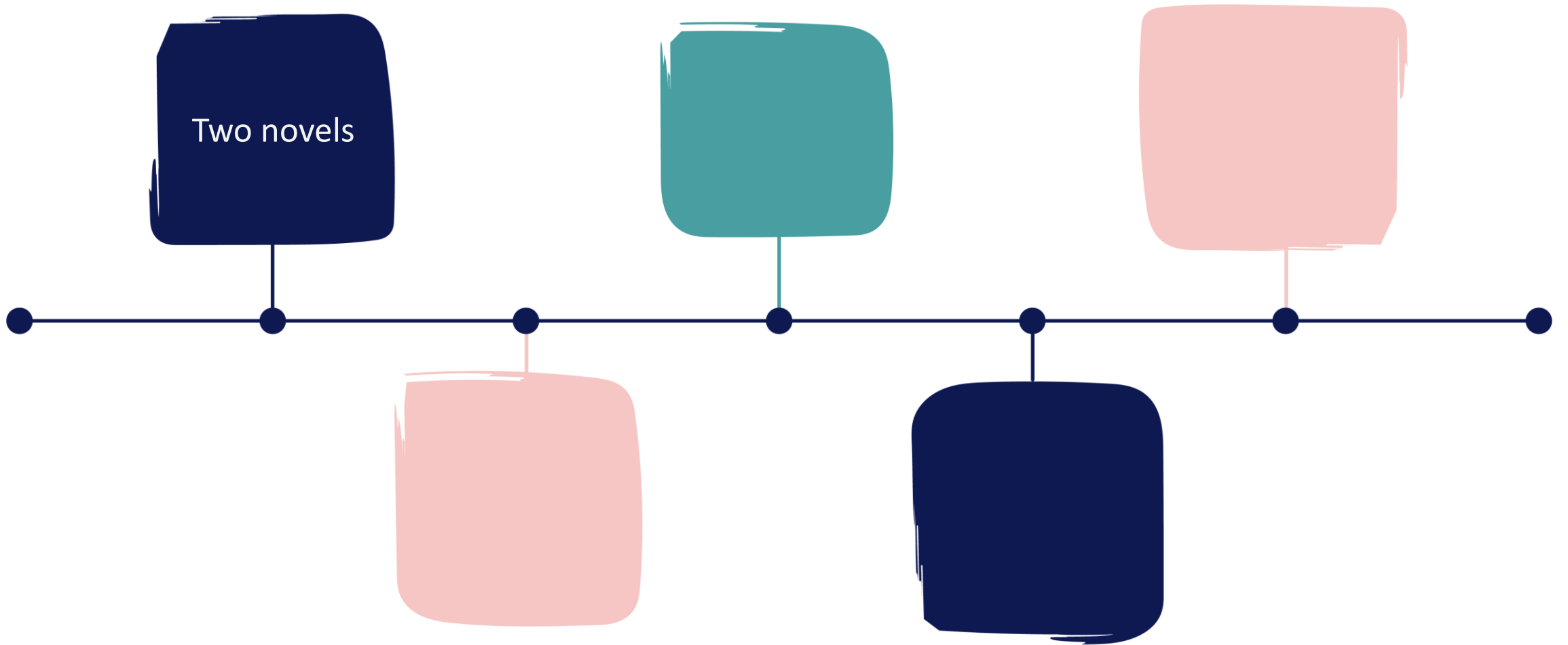
**Literacy**

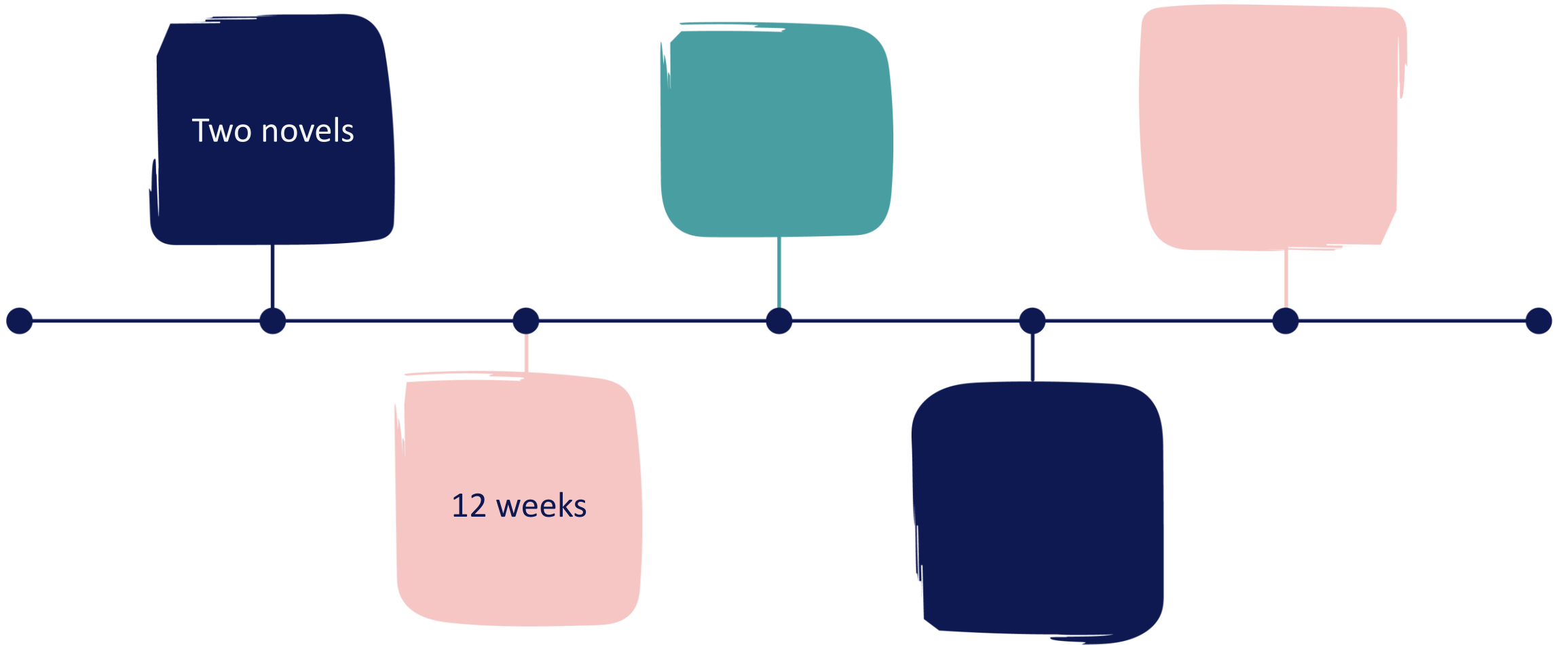
'Just reading': the impact of a faster pace of reading narrati...  
Poorer adolescent readers are often regarded by teachers as unable to read whole narratives and given short, simplified ...  
[onlinelibrary.wiley.com](https://onlinelibrary.wiley.com)

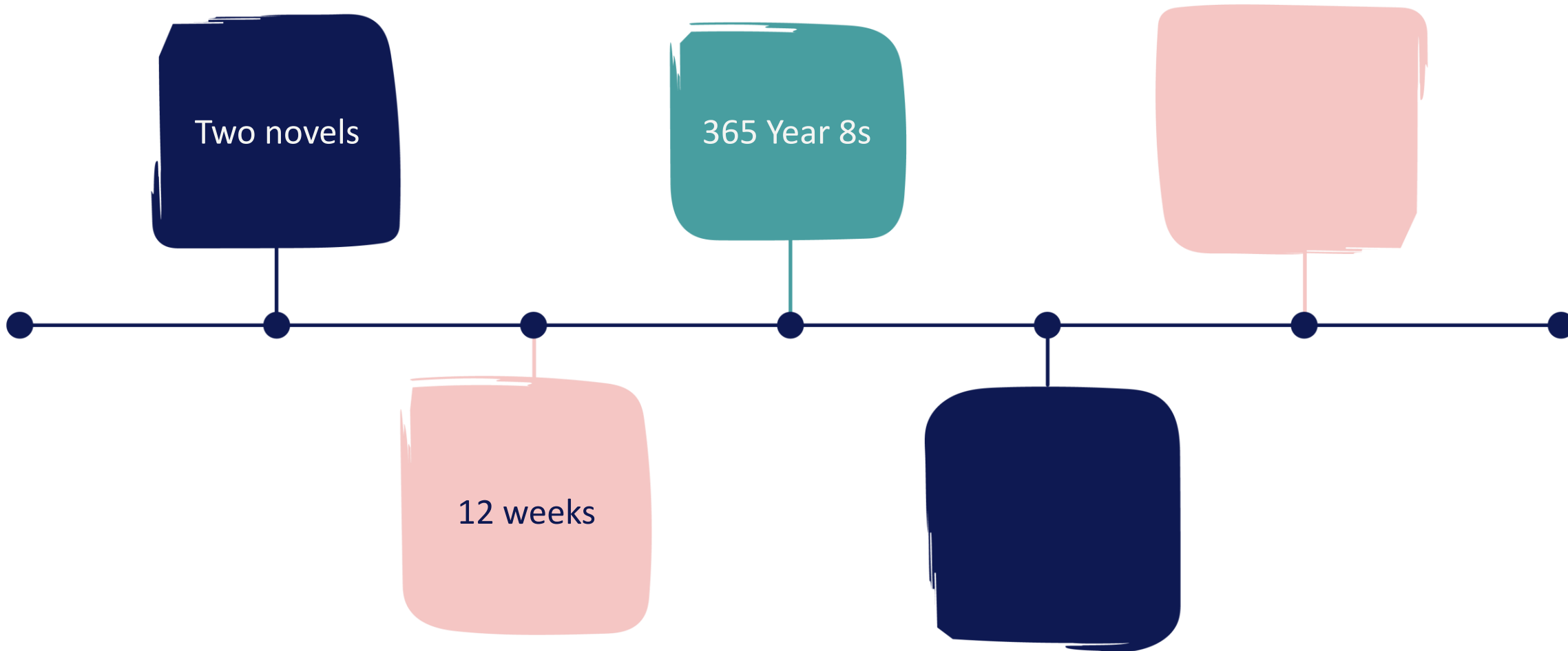
9:17 PM · Jun 13, 2019 · [Twitter Web App](#)

[View Tweet activity](#)

**395** Retweets **901** Likes



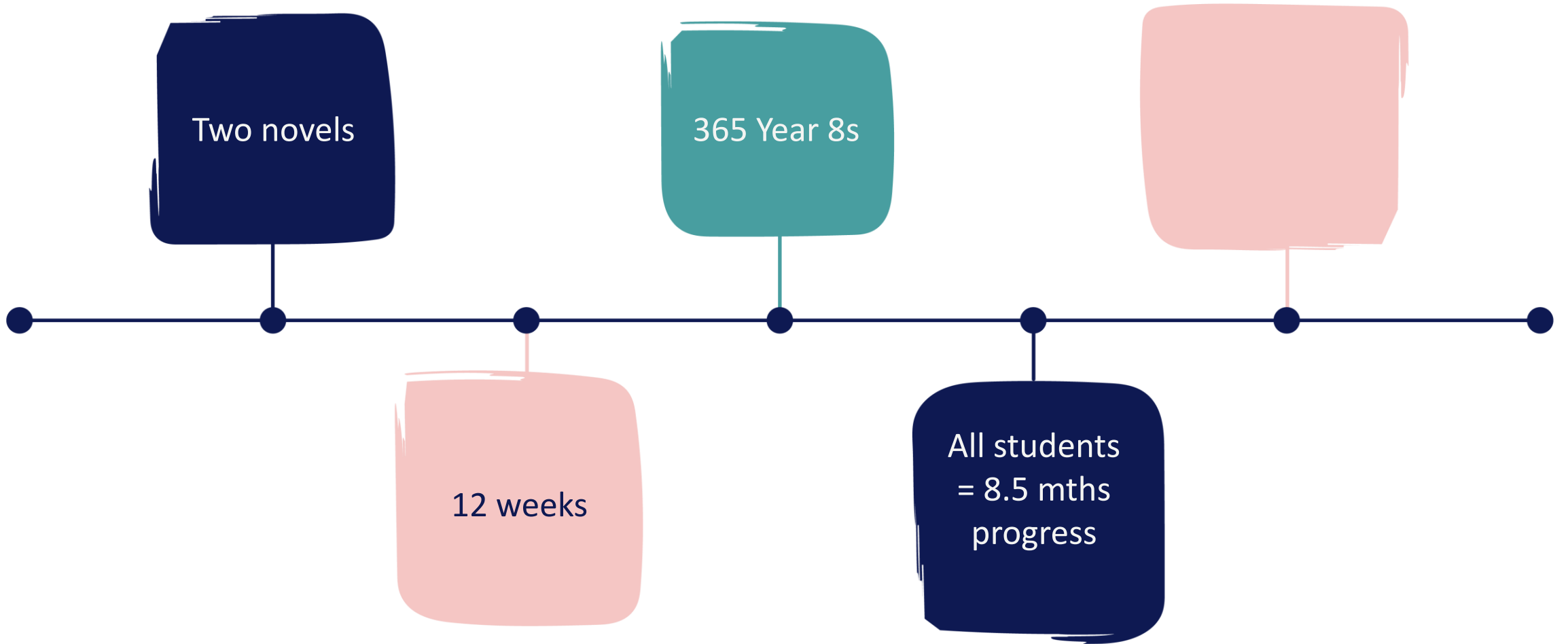


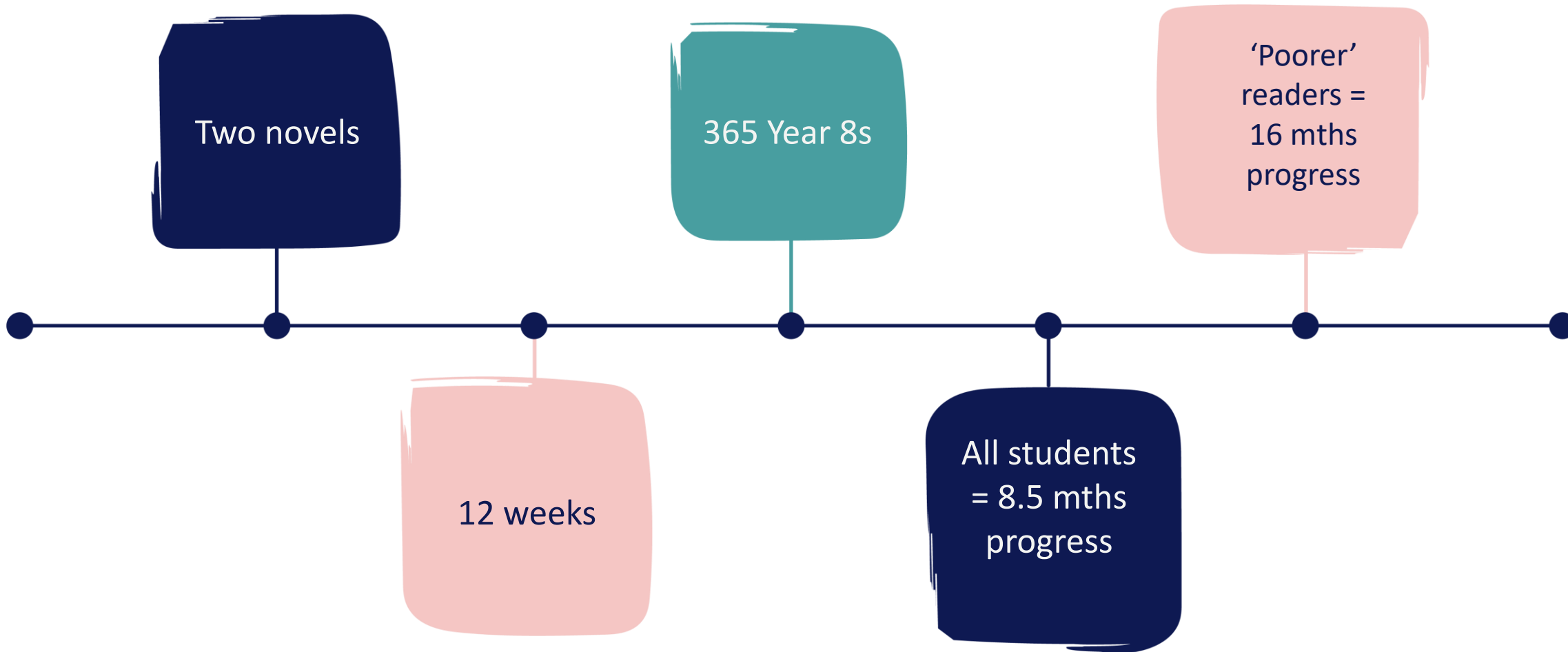


Two novels

365 Year 8s

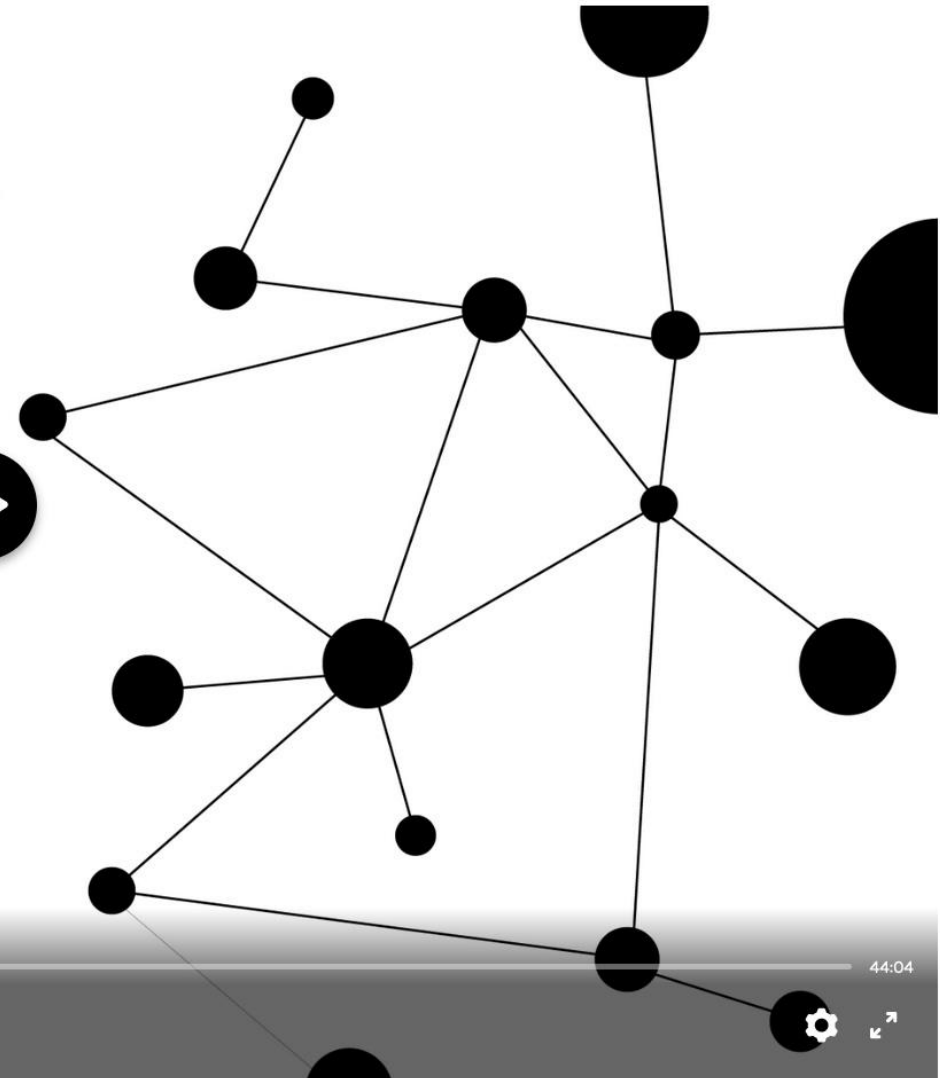
12 weeks





# A Faster Read – Nene Park Academy Case Study

Rob Grover and  
Ritchie Slack



00:05

44:04



Steve Willshaw

NPA.RSlack

NPA.RGrover

00:09

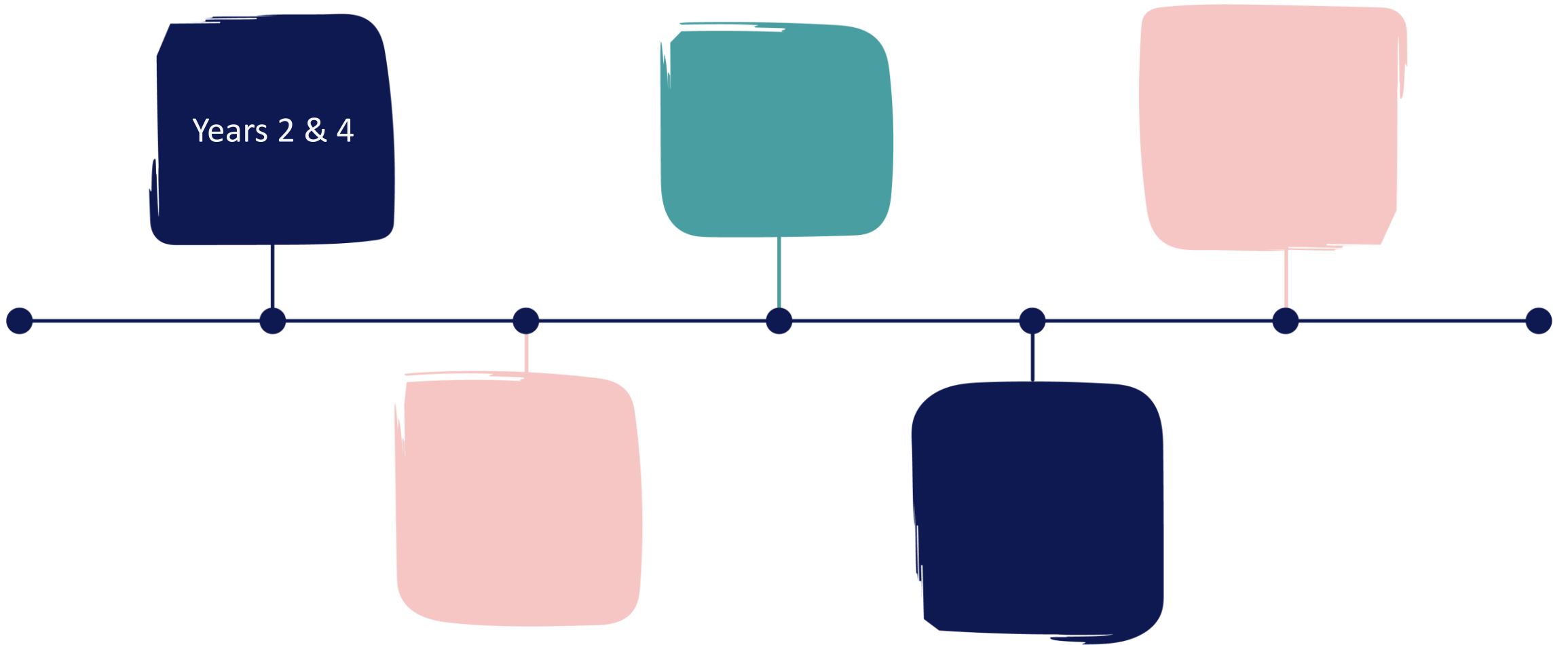
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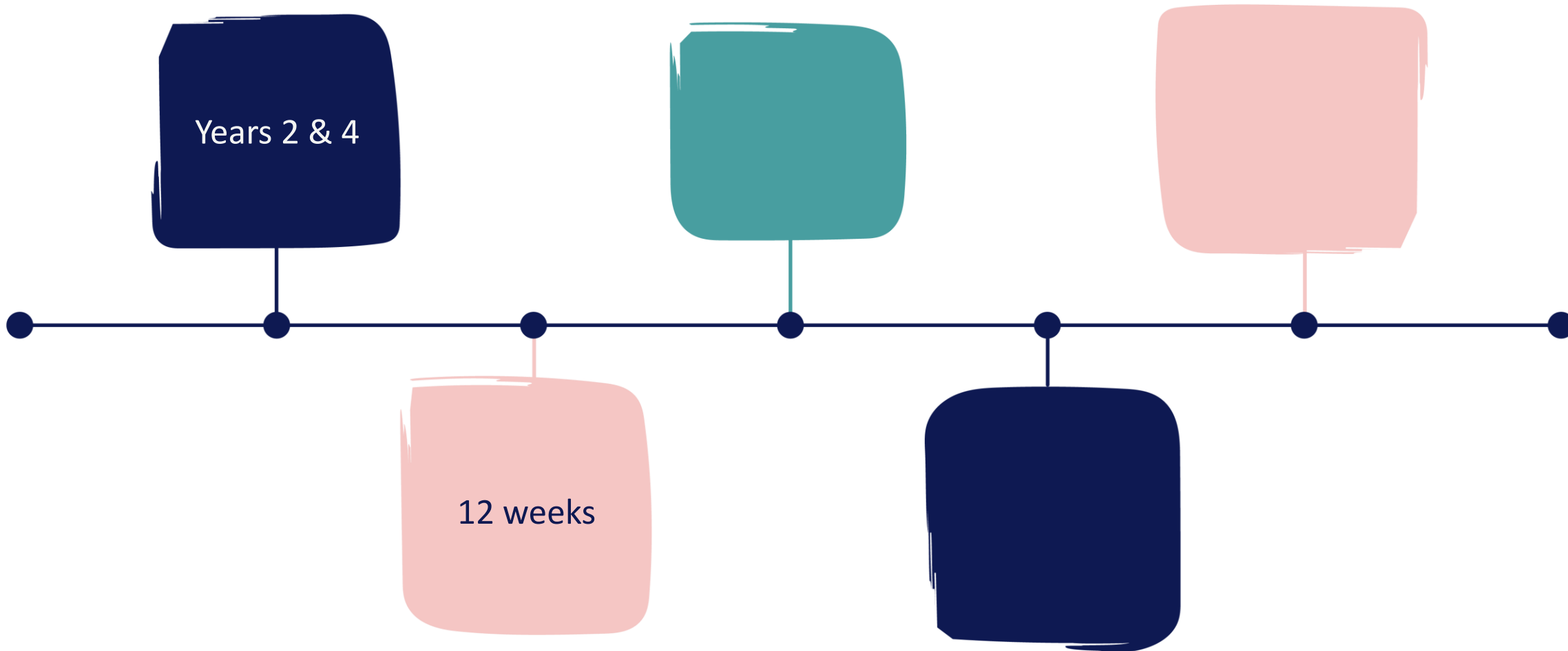
# A Faster Read Primary Project - part 1

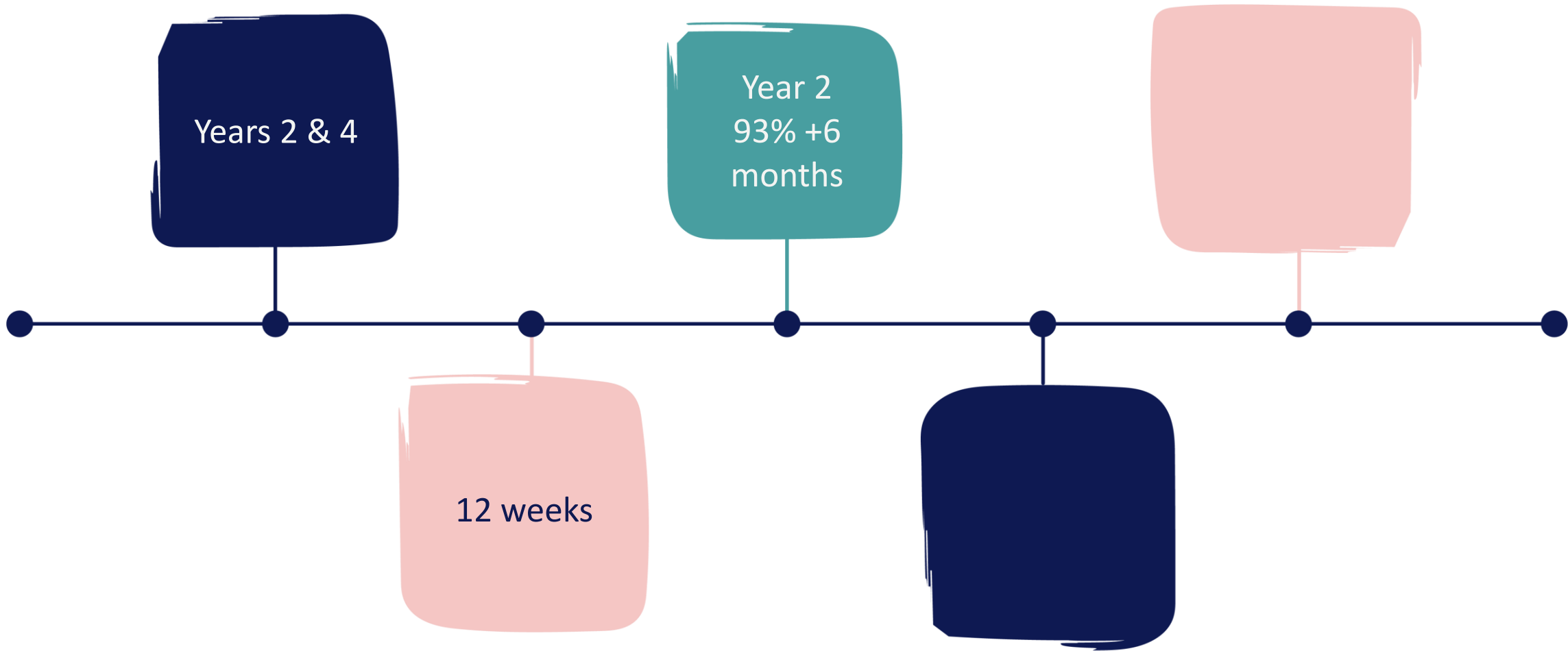
Gayle Fletcher and  
Lauren Haines



Video player controls including play, volume, and settings icons.



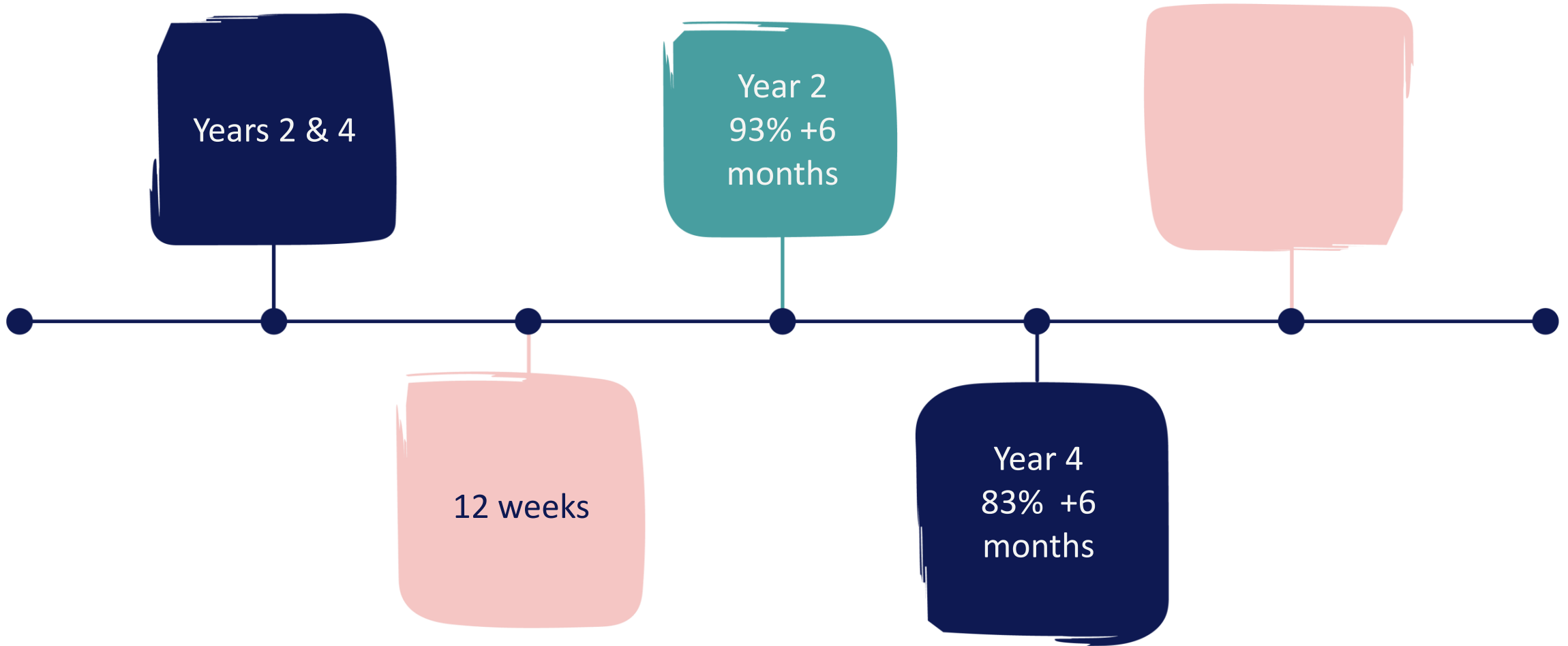


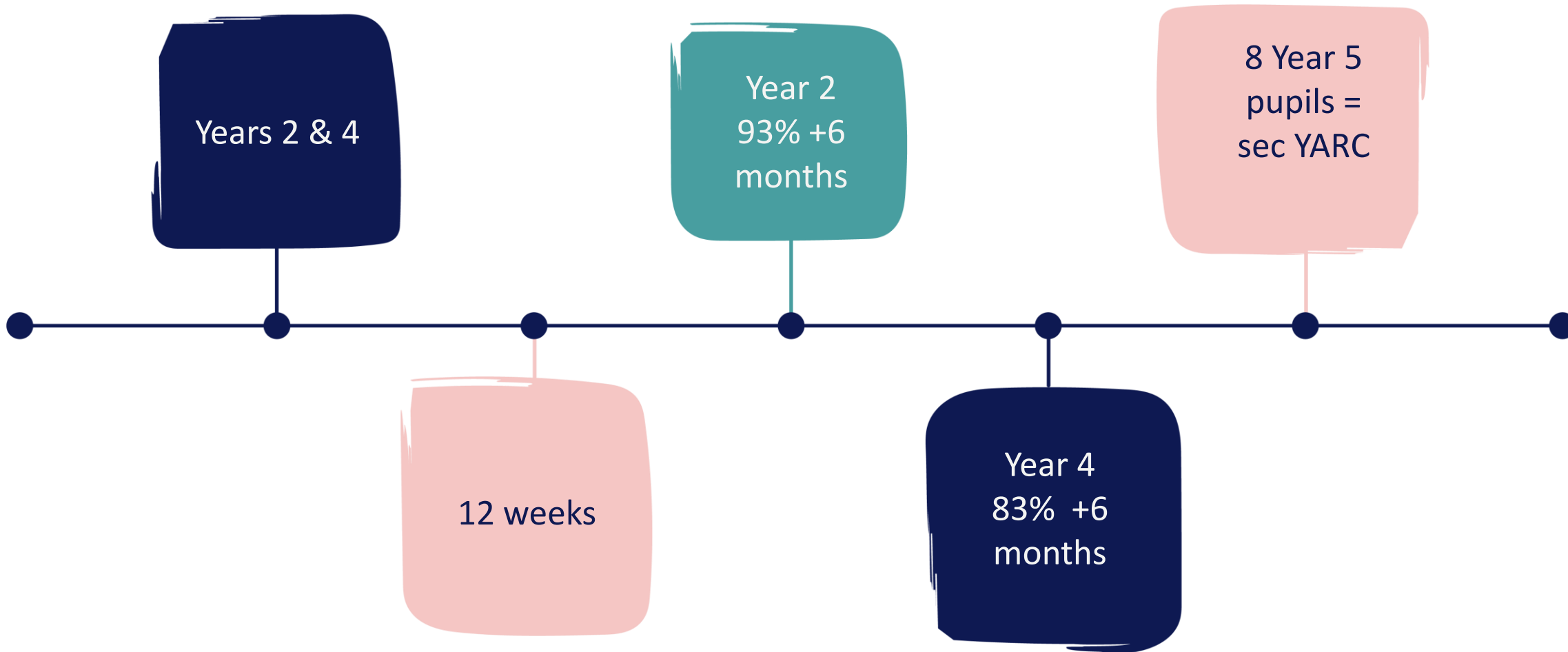


Years 2 & 4

Year 2  
93% +6  
months

12 weeks







# A Faster Read Primary Project - part 1

Gayle Fletcher and  
Lauren Haines



Video player controls including play, pause, volume, and settings icons.



# A Faster Read - St Michael's C of E Primary School

Jude Arkwright, Ben Jarvis  
& Jane Godfrey



# Why stories matter

Big picture



Complex ideas



Enrich vocab



Inclusive for all





# The text as the 'beating heart' of the lesson



Andy Tharby



# Criteria



1



2



3

Visuals

1



2



3

Visuals

Tone

1



2

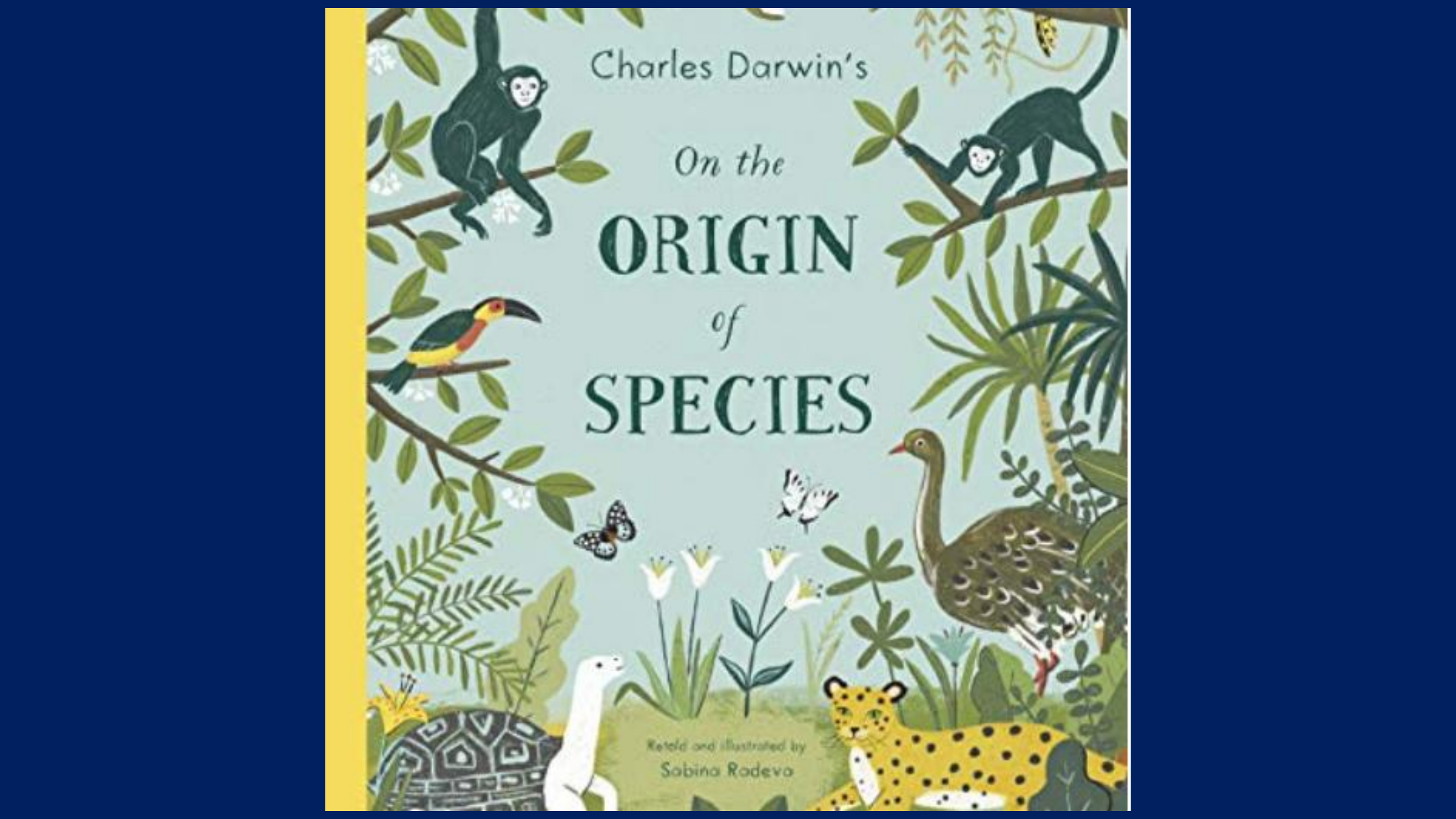


3

Visuals

Tone

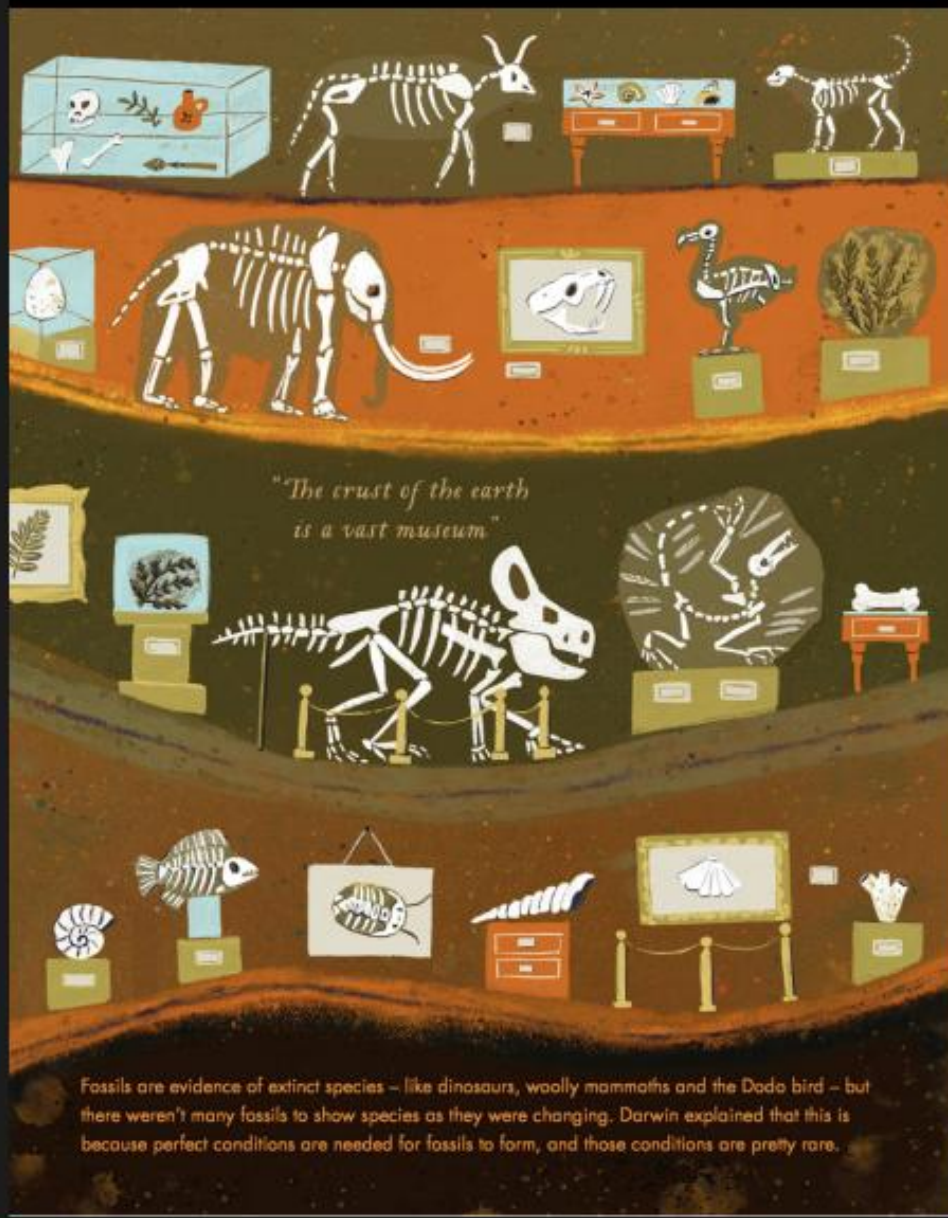
Vocabulary



Charles Darwin's

*On the*  
**ORIGIN**  
*of*  
**SPECIES**

Retold and illustrated by  
Sabina Rodeva



Fossils are evidence of extinct species – like dinosaurs, woolly mammoths and the Dodo bird – but there weren't many fossils to show species as they were changing. Darwin explained that this is because perfect conditions are needed for fossils to form, and those conditions are pretty rare.

### Imperfections of the Geological Record



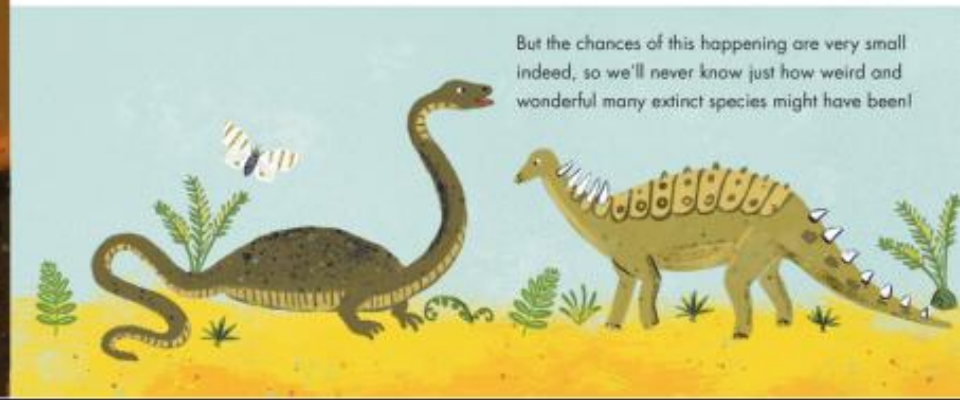
As rocks get bashed by the wind and sea, they break down into pieces called sediment.



When animals die and get covered in layers of sediment, like a blanket, they can be preserved in sedimentary rocks.



But the chances of this happening are very small indeed, so we'll never know just how weird and wonderful many extinct species might have been!



**Evolution and inheritance**

Pupils should be taught to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.

Key question: how does this unit build on prior knowledge and where might it lead?

This unit builds on strands from KS1 eg Pupils might keep records of how plants have changed over time, for example, the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants; KS2 describe in simple terms how fossils are formed when things that have lived are trapped within rock

# Draft planning unit

<p>What are the key concepts for this unit?</p> <p>Evolution Organism Sediment Theory Fossil Species Natural selection Extinct Genus</p>	<p>How will we introduce it?</p> <p>Charles Darwin's on the origin of species retold and illustrated by Sabina Radeva</p>
<p>Is it worth summarising what we want pupils to know on a knowledge organiser? If so what should be included?</p>	<p>How are we going to take pupils through this unit?</p> <p>Read the story several times Take responses Opportunities for research</p>
<p>How will we know if our children have learnt what we have taught them?</p> <p>Low stakes quizzes, talk, extended writing, double pages spreads</p>	

# Draft knowledge organiser

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Extinct	No longer existing <i>Dinosaurs have been extinct for millions of years.</i>



Darwin travelled the globe on board the HMS *Beagle*, visiting wondrous lands, studying animals and collecting fossils. Many things excited and amazed him on his adventures, and he wrote them all down as accurately as he could.

Fascinating!  
A butterfly that  
makes sounds.

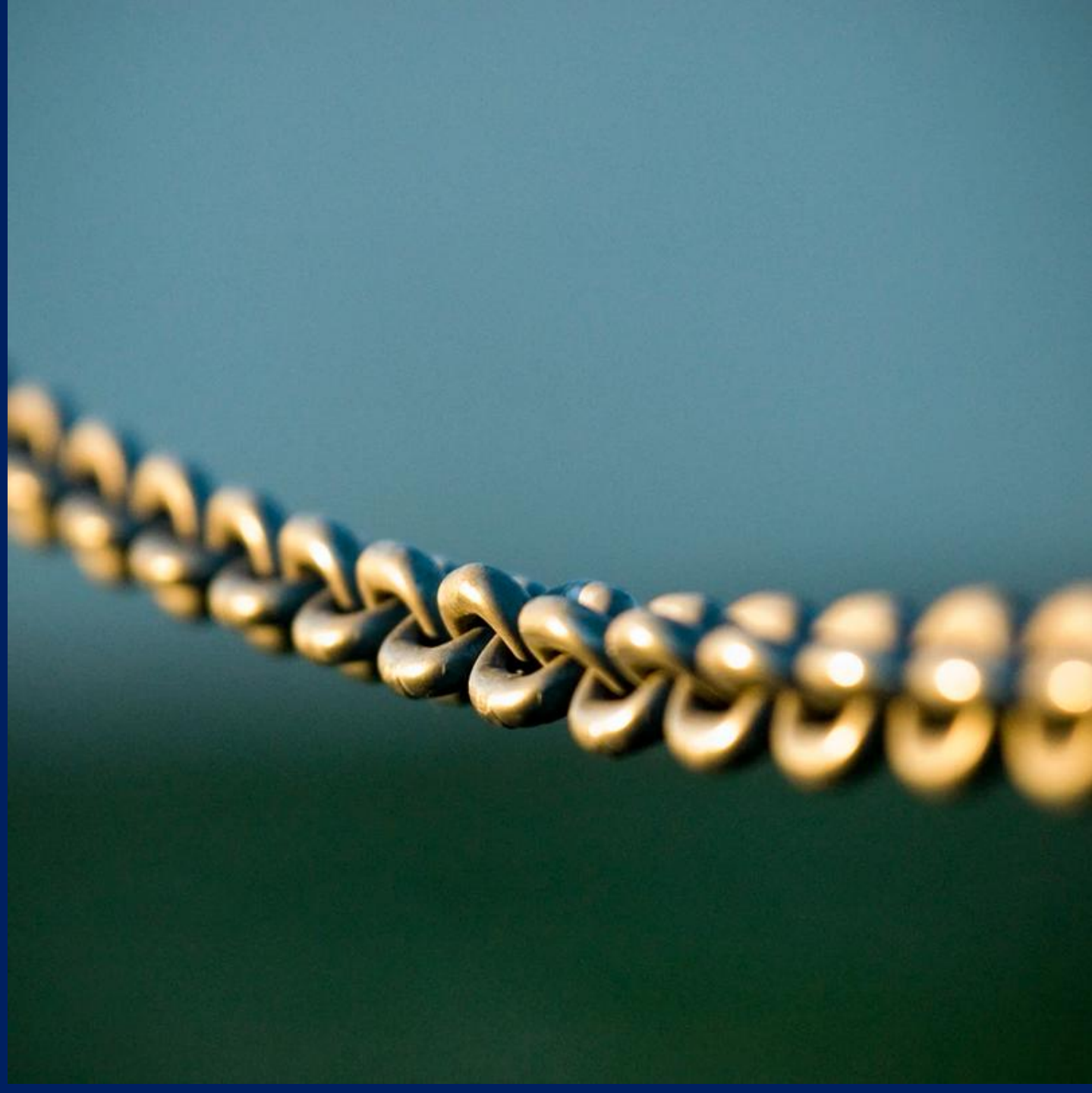
click

Rhea Darwinii

HMS Beagle

Fossils

Links



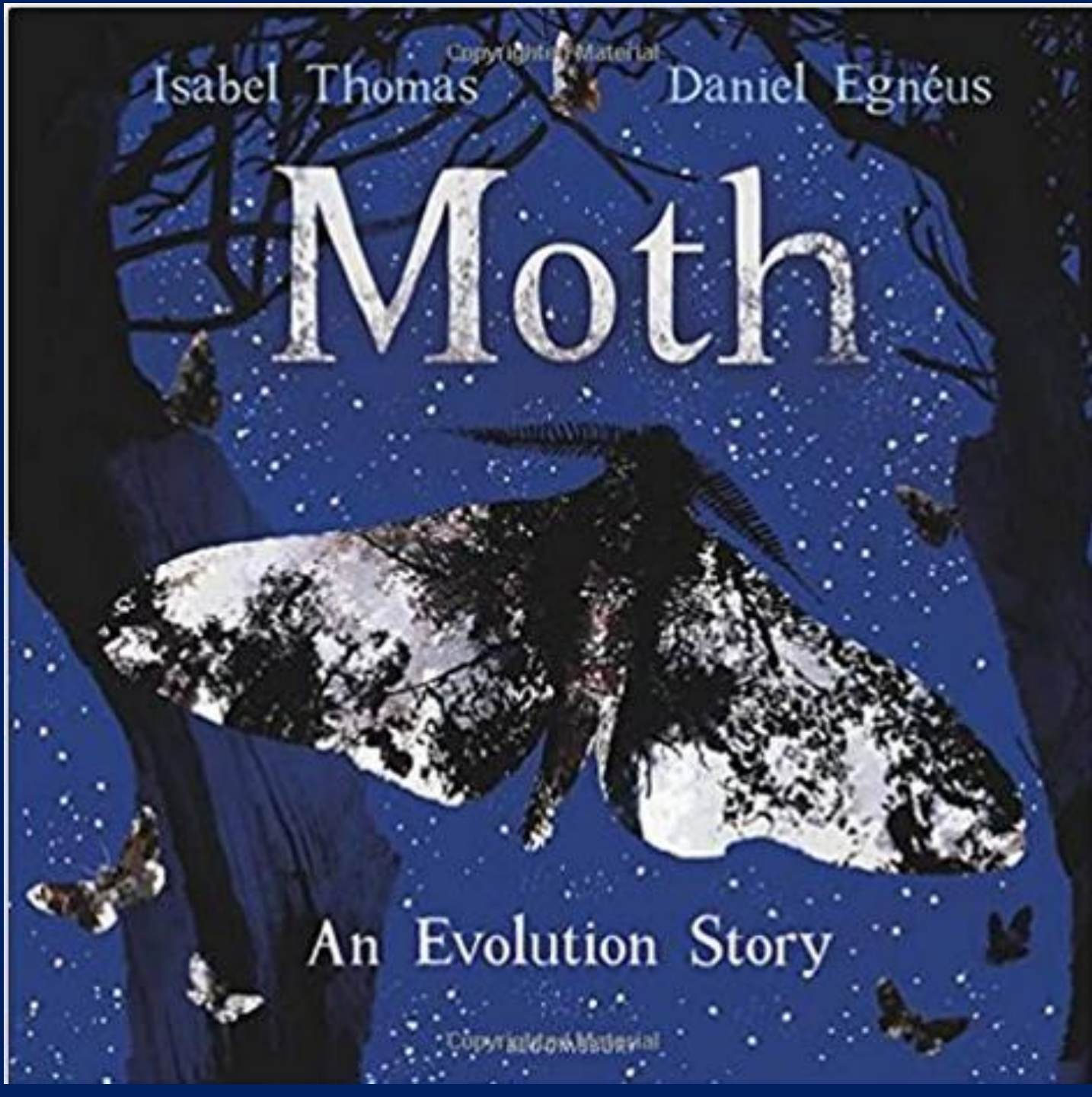
Copyrighted Material  
Isabel Thomas

Daniel Egnéus

# Moth

An Evolution Story

Copyrighted Material



What an  
adventure!

# What Mr Darwin Saw

*by Mick Manning and Brita Granström*



KS2 Science

Additional information

[Charles Darwin's on the Origin of Species retold and illustrated by Sabina Radeva](#)

[Georges-Louis Leclerc de Buffon](#)

[Jean-Baptiste Lamarck](#)

[Alfred Russel Wallace](#)

[Mary Anning](#)

[What Mr Darwin Saw](#) Mick Manning and Brita Granstrom

[Moths: An Evolution Story](#) Isabel Thomas

# Take one text: Science Year 6

Mary Myatt



00:00 / 43:52

# Spring

There's no doubt, spring is here: the cherry trees are covered in blossoms. If the soil is warm enough, you can plant beans.

Beans are vines, or climb as they grow, their stem and coil. Plum and Red planned stakes deep into the soil. The beans will wrap around for support as they grow.

## POLLINATION

For a flower to make fruit, it must be pollinated. A grain of pollen released by the stamen must land on the pistil of a flower. Pollination can be done by the wind, birds, and bees. Unfortunately, bees are threatened by the use of pesticides. To protect bees in the garden, avoid using chemicals, grow wildflower plants (plants that make honey) and install a beehive.



In the summertime, a bee can have 20,000 bees.



## INSIDE A FLOWER



A flower is a plant's reproductive organ. The stamen is the male part, and the pistil is the female part. A flower containing both is called a hermaphrodite.

Cherry blossom

In May, you can start harvesting red rhubarb stalks to make jam. But never eat rhubarb leaves! They're poisonous. You should not even put them in the compost bin.

By putting them in water, though, you can make an excellent natural aphid repellent.



Rhubarb



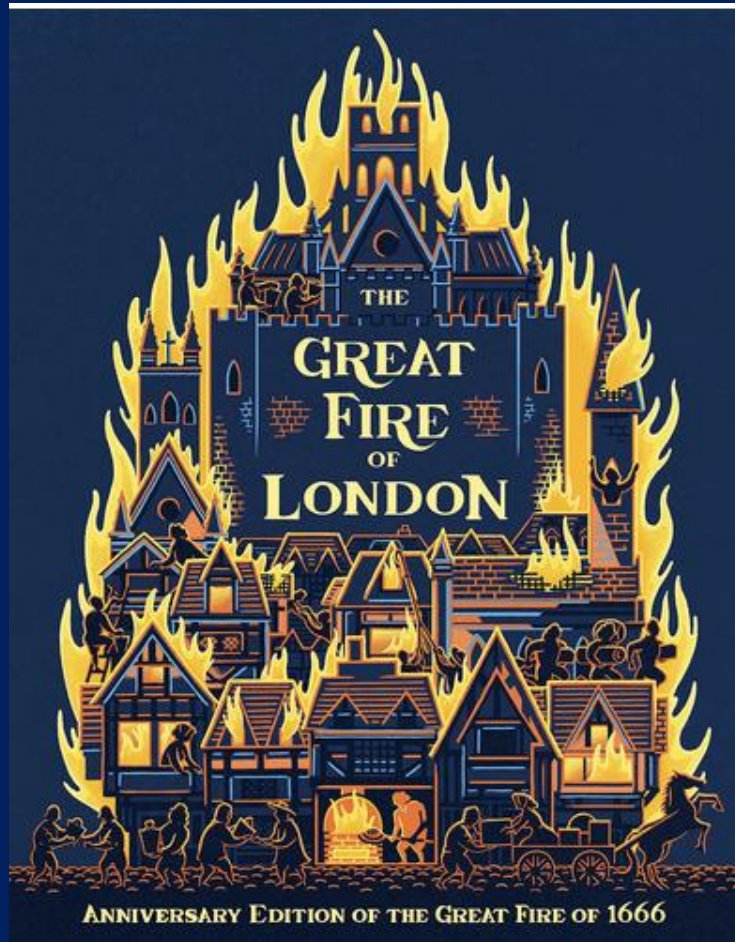
Scotch broom



Horned

Take care to protect strawberry plants from pests. Spreading wood ash around them keeps slugs and snails away, and covering them with nets discourages birds.

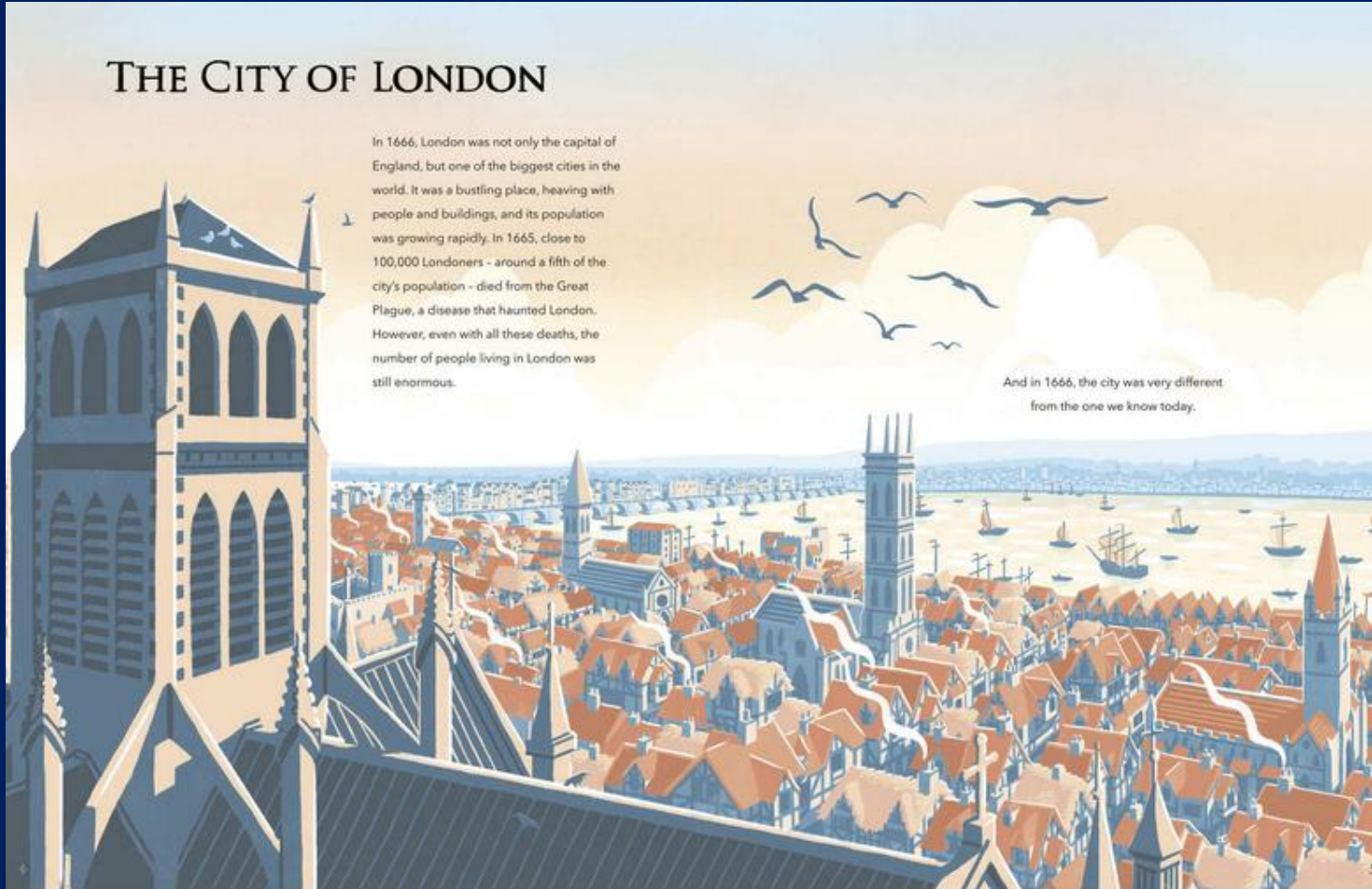




## THE CITY OF LONDON

In 1666, London was not only the capital of England, but one of the biggest cities in the world. It was a bustling place, heaving with people and buildings, and its population was growing rapidly. In 1665, close to 100,000 Londoners - around a fifth of the city's population - died from the Great Plague, a disease that haunted London. However, even with all these deaths, the number of people living in London was still enormous.

And in 1666, the city was very different from the one we know today.

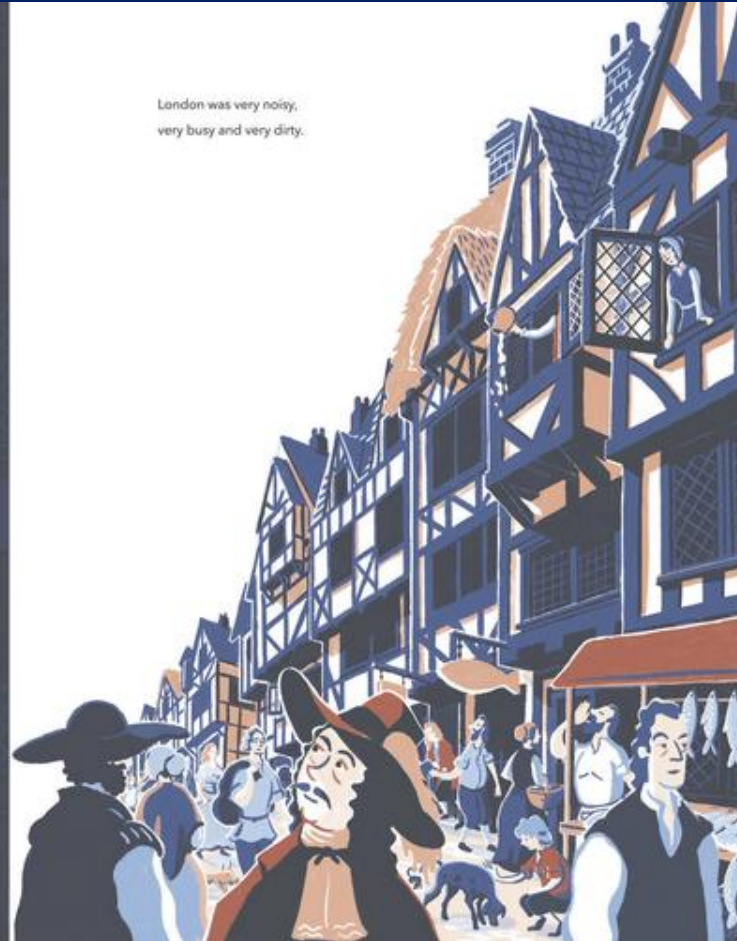


Buildings were mostly made from wood, straw and a tar-like substance called pitch, which protected the wood from water damage. However, the pitch also caught fire easily ...

In the poorest parts of London, the buildings were so close together that neighbours could lean out of their own home and touch the house opposite. And the smell! Horse-drawn carts and carriages were pulled along the cobbled streets, and animal mess mixed with the waste from houses. There were few street sweepers, and no sewer systems to keep the city clean.



London was very noisy, very busy and very dirty.



DAVID HOCKNEY  
& MARTIN GAYFORD



A HISTORY  
OF PICTURES  
FOR CHILDREN

Thames & Hudson

ILLUSTRATED BY Rose Blake

# HIDDEN FIGURES

The True Story of Four Black Women  
and the Space Race



by New York Times bestselling author  
**MARGOT LEE SHETTERLY**  
with WINIFRED CONKLING

Illustrated by  
**LAURA FREEMAN**



# On A BEAM OF LIGHT

*A Story of Albert Einstein* by Jennifer Berne pictures by Vladimir Radunsky

# LONDON

Salvatore Rubbino



## Curriculum and teaching

This evaluation area considers whether:

- leaders design a **high-quality, ambitious curriculum** for all pupils (the intent), paying particular regard to disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being
- leaders and staff deliver the curriculum effectively (the implementation) across all subjects, year groups and key stages
- leaders make sure that pupils build strong foundations for accessing the curriculum and for later success, including academic achievement, good health and well-being

These factors are:

- constructing, adopting or adapting a curriculum that is ambitious, broad and balanced,
- informed by the best available evidence, and designed to give all learners, especially the groups of pupils listed above, the knowledge they need to achieve and thrive in later life
- **planning and sequencing** the curriculum clearly so that all pupils can access it and gain knowledge and skills incrementally to reach its stated aims
- establishing strong foundations in **communication and language, reading, writing** and mathematics so that pupils can access the rest of the curriculum and gain later success, including academic achievement, good health and well-being



## Programme of Study

### Year 6 programme of study Evolution and inheritance

Pupils should be taught to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.

 [Read more on POS website](#)

## Download resources

 [Draft unit plan](#)

 [Draft knowledge organiser](#)

## Year 6 programme of study

### Evolution and inheritance

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*Key question: how does this unit build on prior knowledge and where might it lead?*

This unit builds on strands from KS1 eg Pupils might keep records of how plants have changed over time, for example, the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants; KS2 describe in simple terms how fossils are formed when things that have lived are trapped within rock

## Knowledge Organiser

Science: Key Stage 2

### On the Origin of the Species

By Sabina Radeva

<b>Evolution</b>	Evolution is the theory that all the kinds of living things that exist today developed from earlier types. The differences between them resulted from changes that happened over many years. The simplest forms of life arose at least 3.5 billion years ago. Over time they evolved into the millions of species, or types, of living things alive today.
<b>Organism</b>	An individual living thing, such as a plant, an animal, or a germ.
<b>Sediment</b>	Material deposited by water, wind, or ice.
<b>Theory</b>	A reasonable, widely accepted explanation for why something happens.

Introduction to Unit

 Key Stage 3:  
The Ambitious Years

# The Norman Conquest

‘The Norman Conquest’

by Marc Morris

History / Year 7 00:00

Introduction to Unit



Key Stage 3:  
The Ambitious Years

# Is Anybody There?

‘A Little History of Religion’

by Richard Holloway

R.E / Year 7

00:00

Introduction to Unit



Key Stage 3:  
The Ambitious Years

# Prisoners of Geography - Africa



‘Prisoners of Geography’

by Tim Marshall

Geography / Year 7 00:00

Introduction to Unit



Key Stage 3:  
The Ambitious Years

# The Crusades

‘The Crusades: The War for the Holy Land’

Thomas Asbridge

History / Year 7

# Why stories matter

Big picture



Complex ideas



Enrich vocab



Inclusive for all



# SEND Huh

## Lessons learned

A JOHN CATT PUBLICATION

# SEND Huh

*Curriculum conversations  
with SEND leaders*

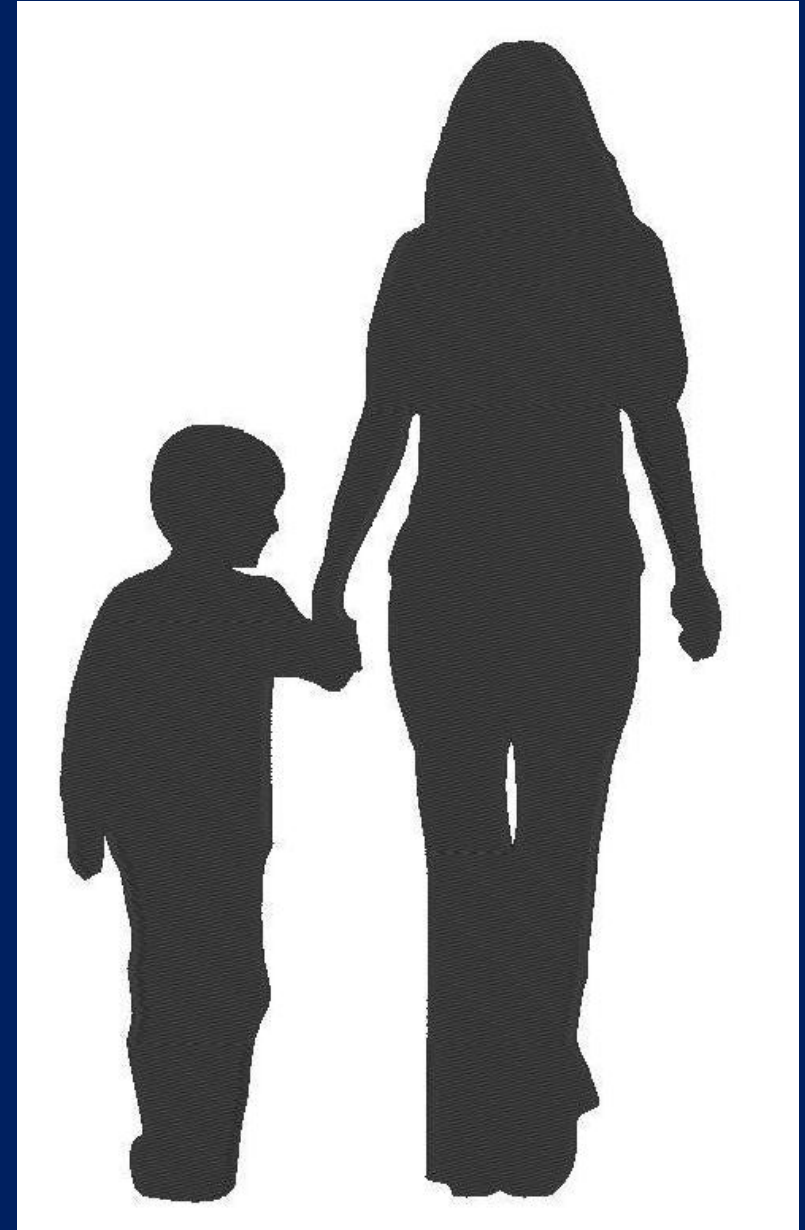
**Mary Myatt and John Tomsett**

"This book will challenge you  
and change you. It's the book  
we've all been waiting for."

**Jon Hutchinson**



# Harry and Belle





I like hard because it's learning, because if it's easy, you're not really learning because you can just do it, but when it is hard you are thinking, so it stays in your head.



*Harry*

Gary Aubin





It's worth touching on the evidence for what works for pupils with SEND. It can best be described as an "automatic doors" approach. There are things teachers can do that are useful for all pupils, while being particularly useful for some, like automatic doors in a shop.



*Gary Aubin*

# Opening doors in geography

# Opening doors in geography

‘The big idea behind the discipline of physical geography is the concept of a physical or a ‘geomorphological’ process.

‘There is something that starts in this place like this, and it ends somewhere else in that place like that, and there’s a sequence by which the shape of the land is altered...’

*Dr David Preece*

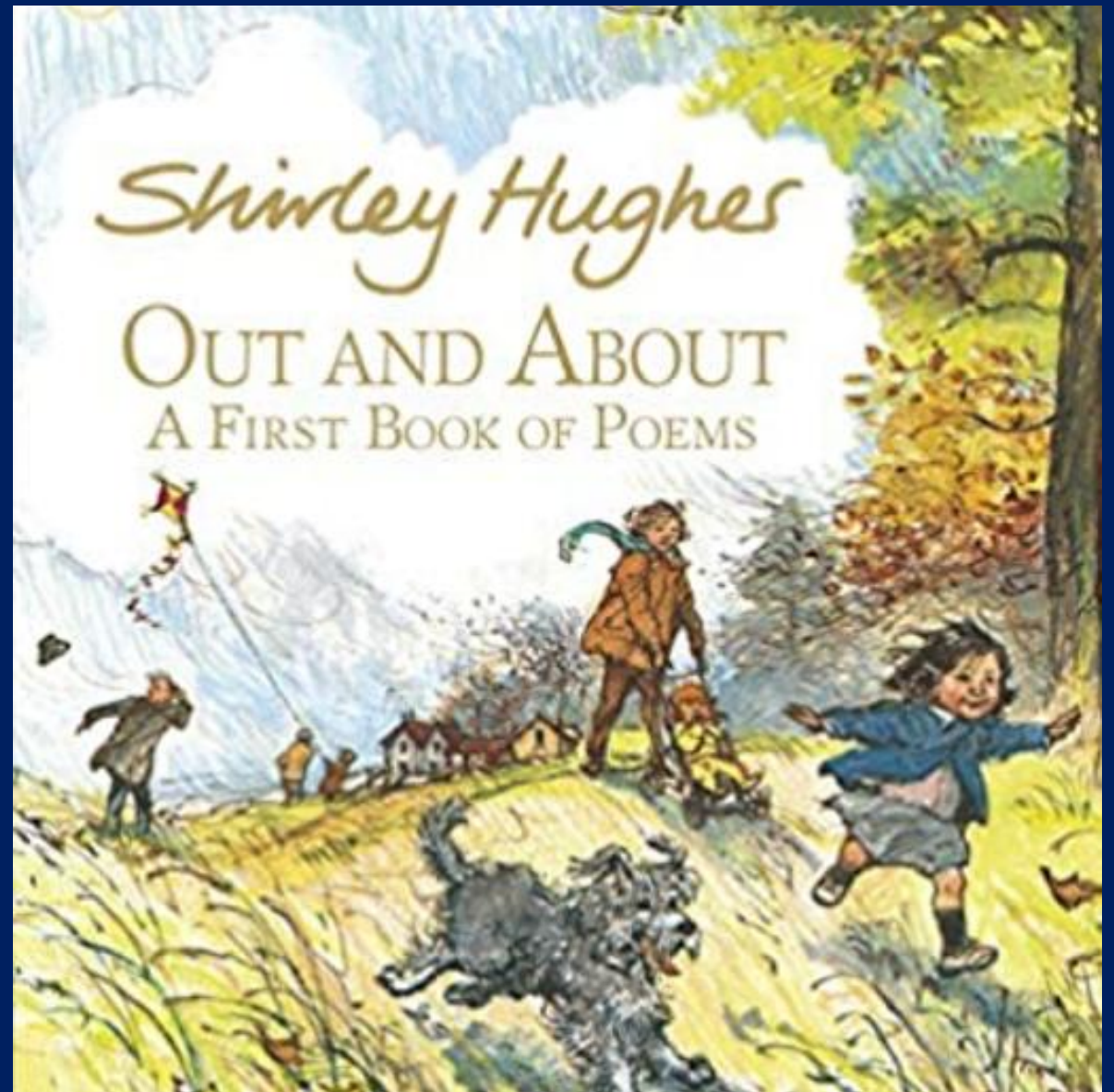
### *Deliverable*

Deliverable is about having the right volume of content; depth of understanding is limited, when a curriculum is too broad.

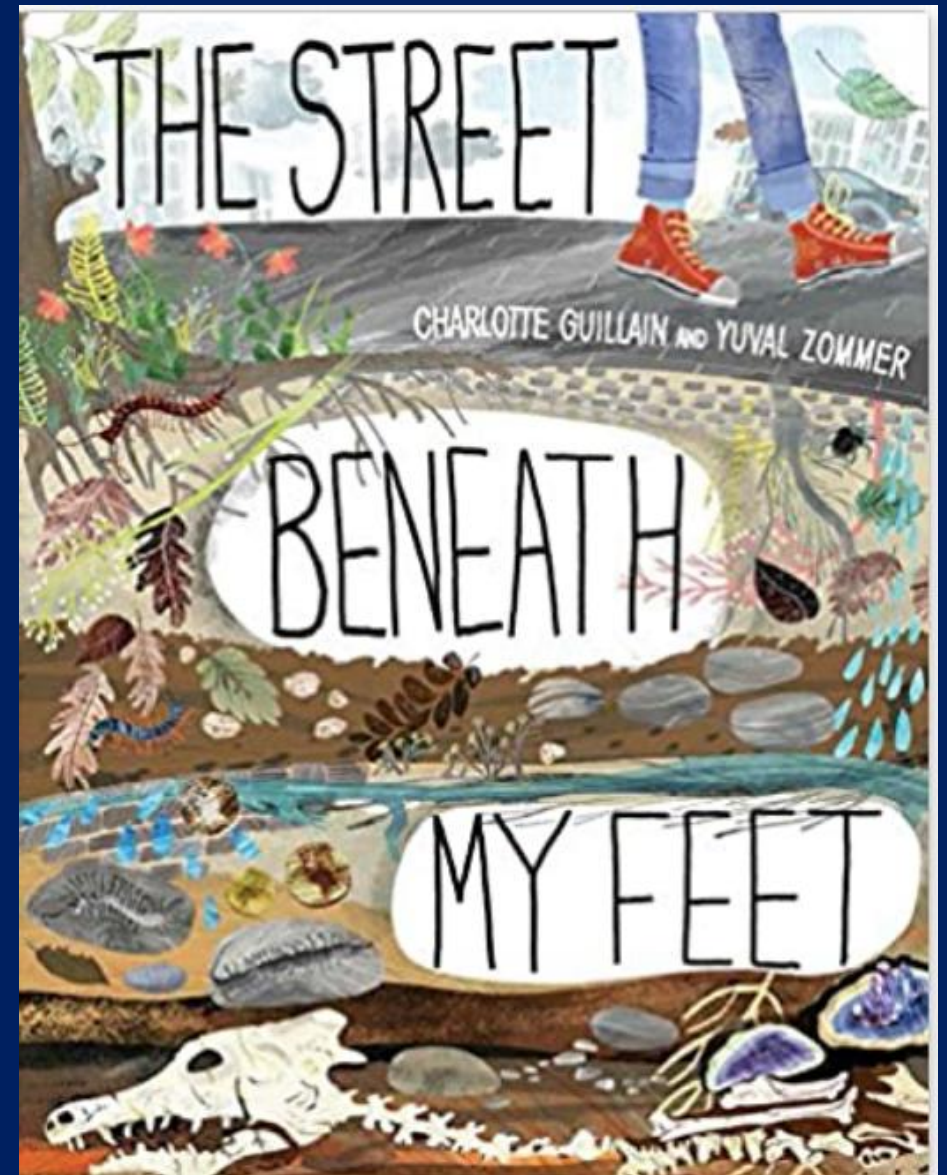
The Review's report recognises that the volume isn't right in many phases and subjects. This makes it '*challenging to explore topics in sufficient detail*', likely to limit mastery for pupils who might need a bit longer to learn, and to restrict depth and application for those that find a subject easier. Too much content can then have a knock-on effect for non-assessed subjects in both primary and secondary phases. The Report calls for an appropriate volume of content.

Deliverable is about giving schools space. In some cases, this will mean space to go beyond the National Curriculum, by surpassing or deepening it, or enriching it with locally-relevant content. In other cases, it will provide space for schools to repeat, to consolidate and to teach adaptively, based on pupil needs. In both cases, the opportunity for pupils with SEND to thrive is increased. The Report calls for space.

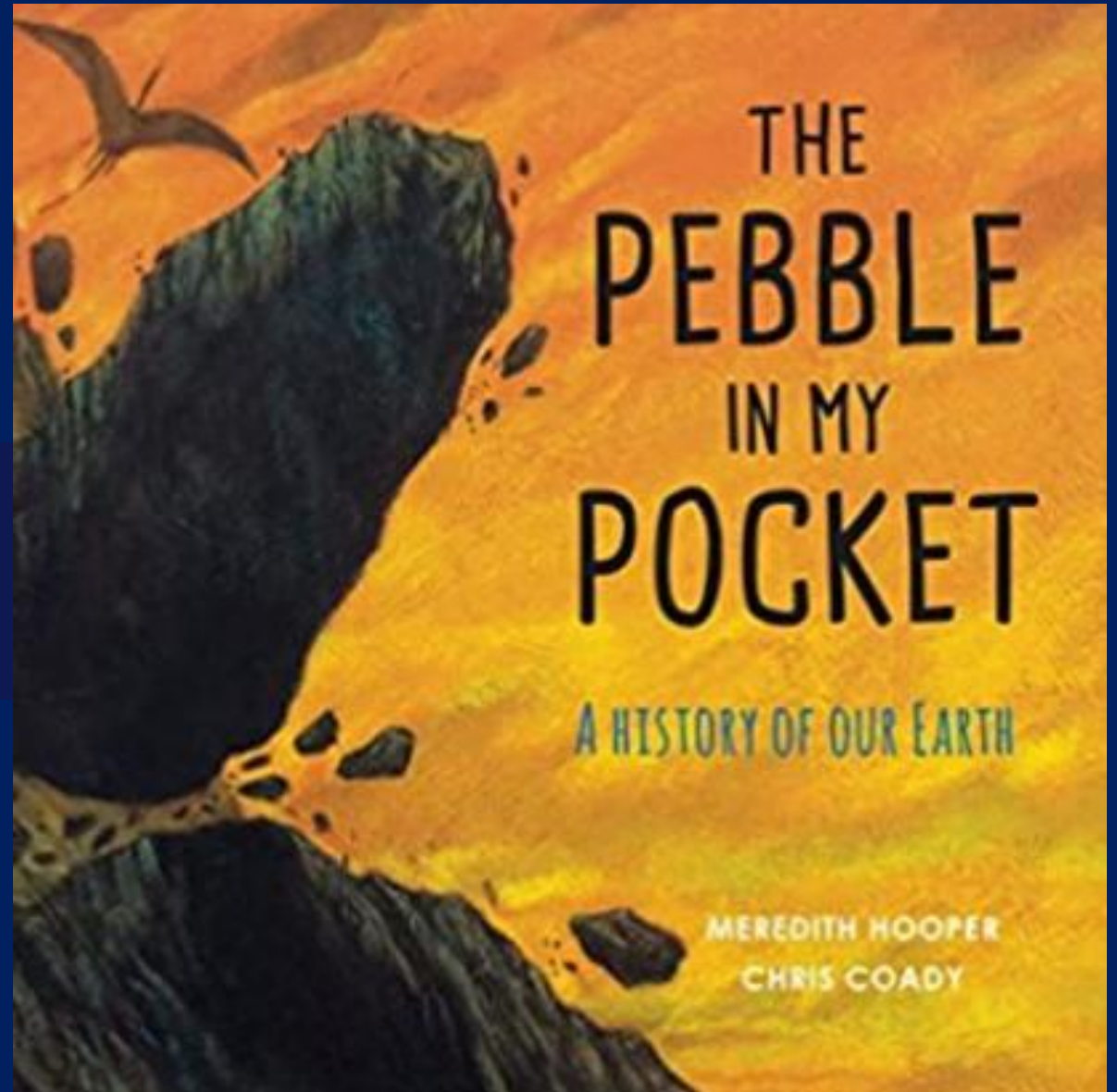
EYFS



# Key Stage 1

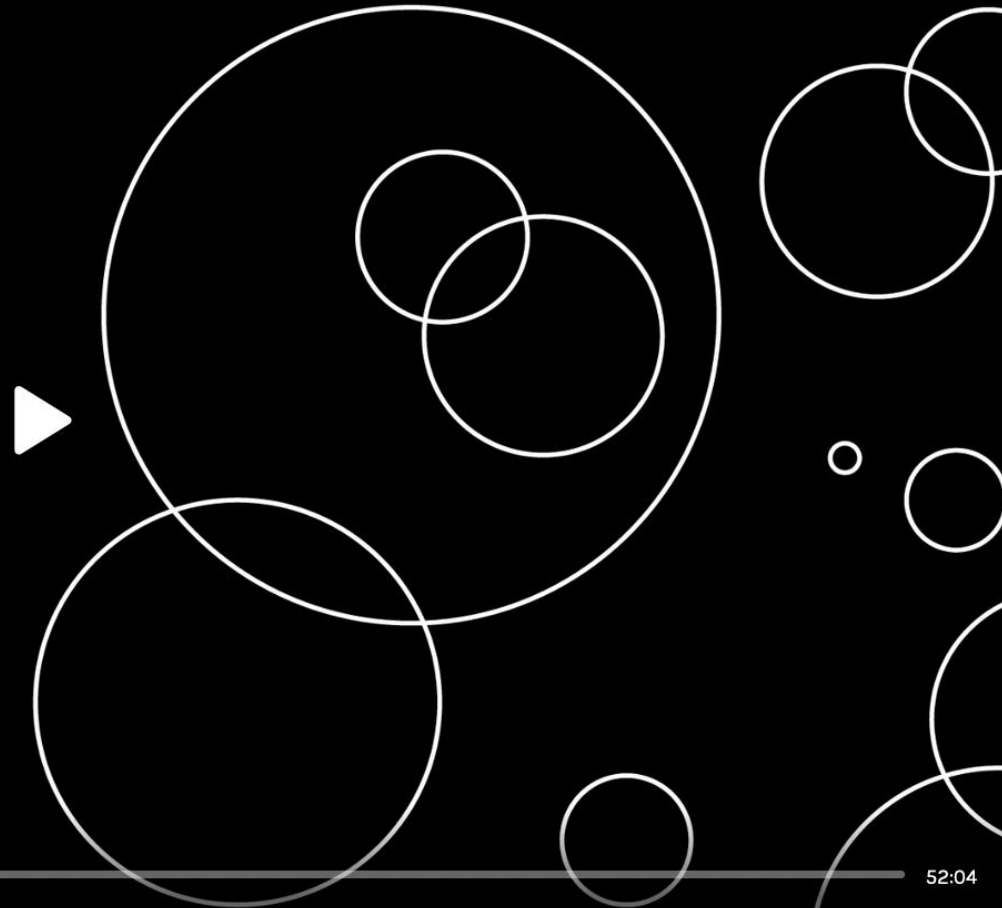


## Key Stage 2

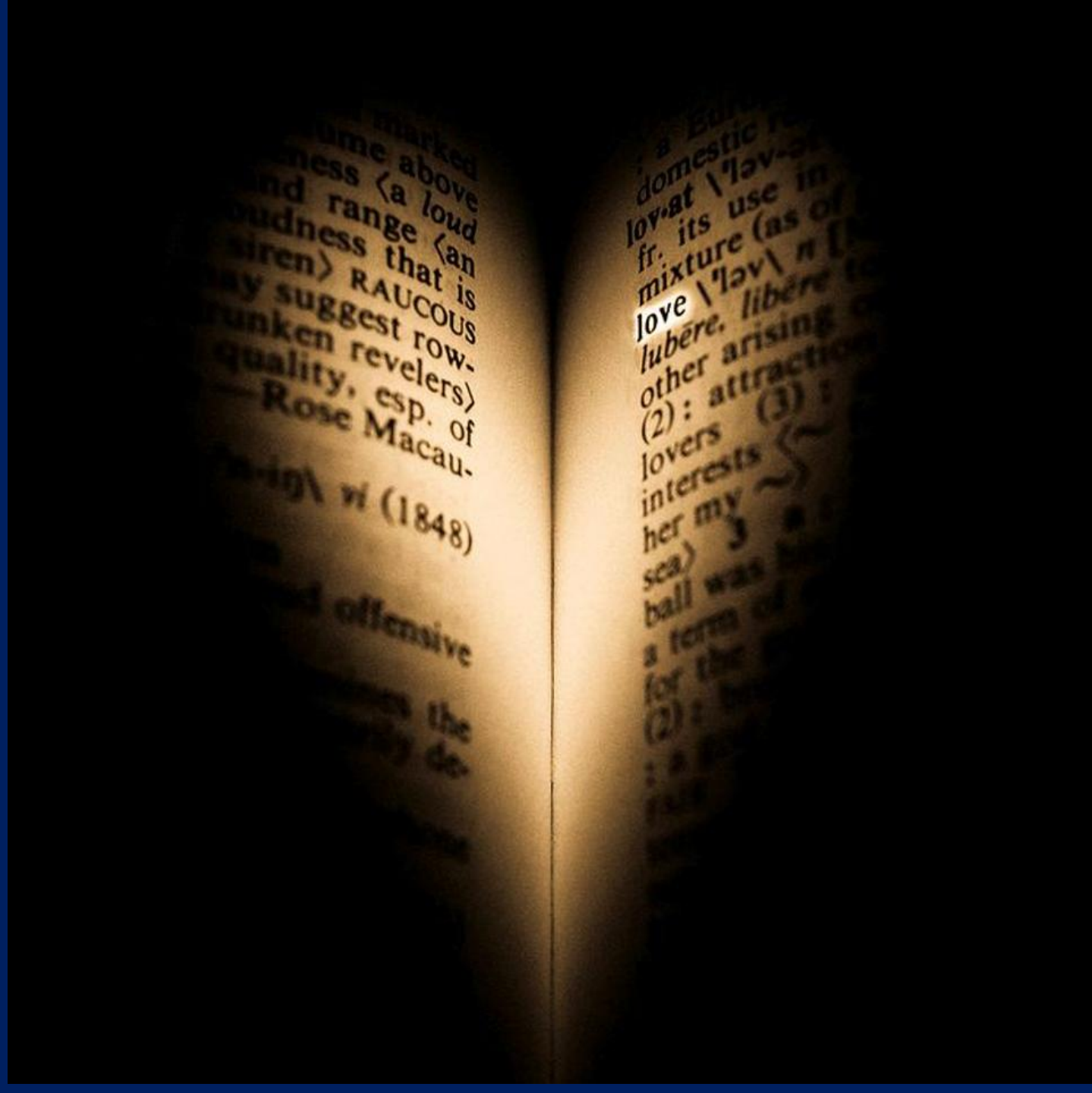


# Stories in Primary Geography

Mary Myatt



Demanding work  
please



Is children's learning is linked to the quality of resources?



Is children's learning is linked to the quality of resources?

What are some criteria for judging the quality of materials?





Privilege  
thinking



Privilege  
thinking



Lead to  
mastery





Privilege  
thinking



Lead to  
mastery



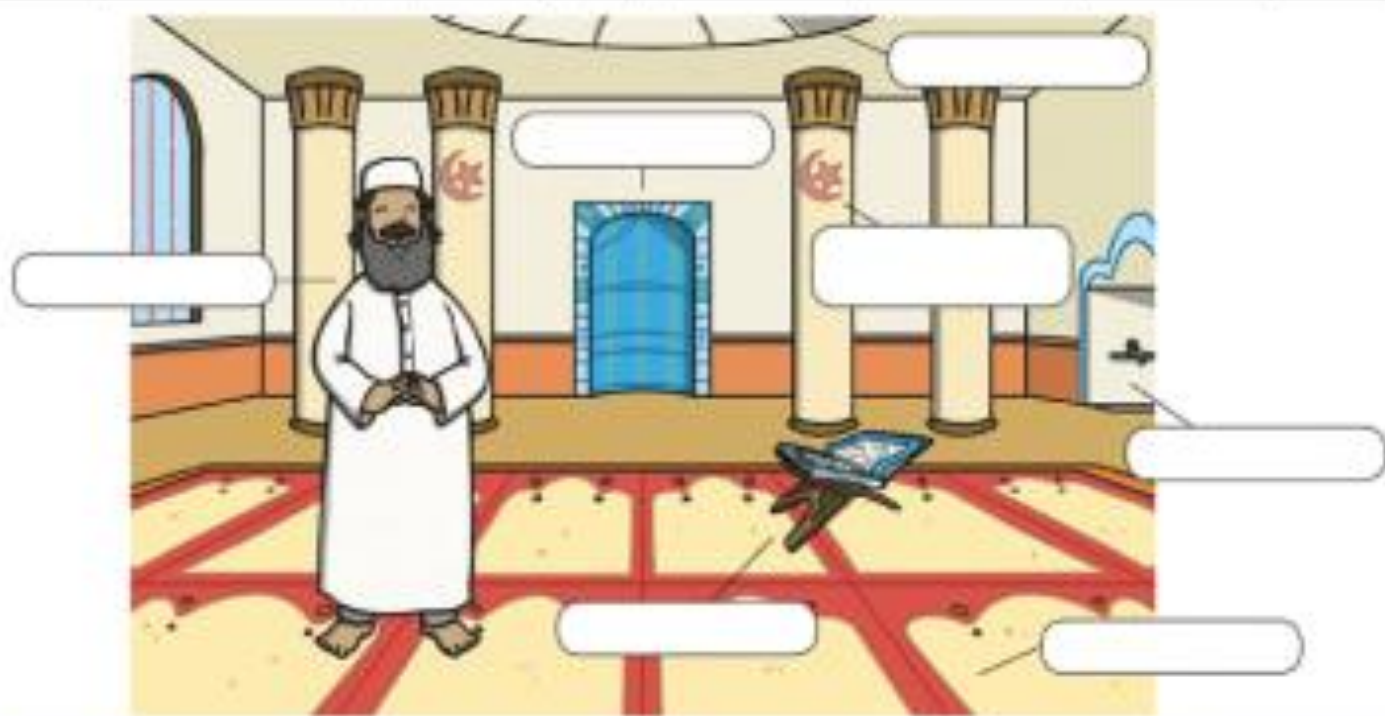
Beautiful

Are these likely to help pupils know more, remember more and be able to do more?



## Places of Worship: Mosque

Prayer mat	Qubba (Dome structure)	Mihrab (recess to indicate the direction of Mecca)	Wash room	Crescent moon and star	A Qur'an (Holy Book)	Imam
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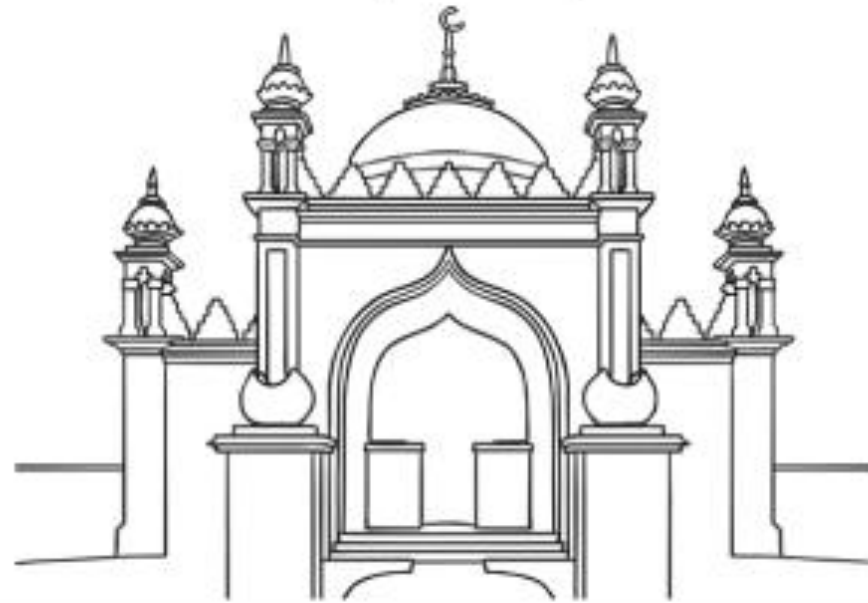
## Mosque Answers

Wash room	Crescent moon and star	A Qur'an (Holy Book)	Imam
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~~\_\_\_\_\_~~, I believe there are two mistakes on the sheet. The qibla, is the direction to Mecca and the mihrab is the place where the Imam stands to lead the prayer. The mihrab can also indicate the direction to Mecca. Kind Regards

## Design a Mosque



TheInk

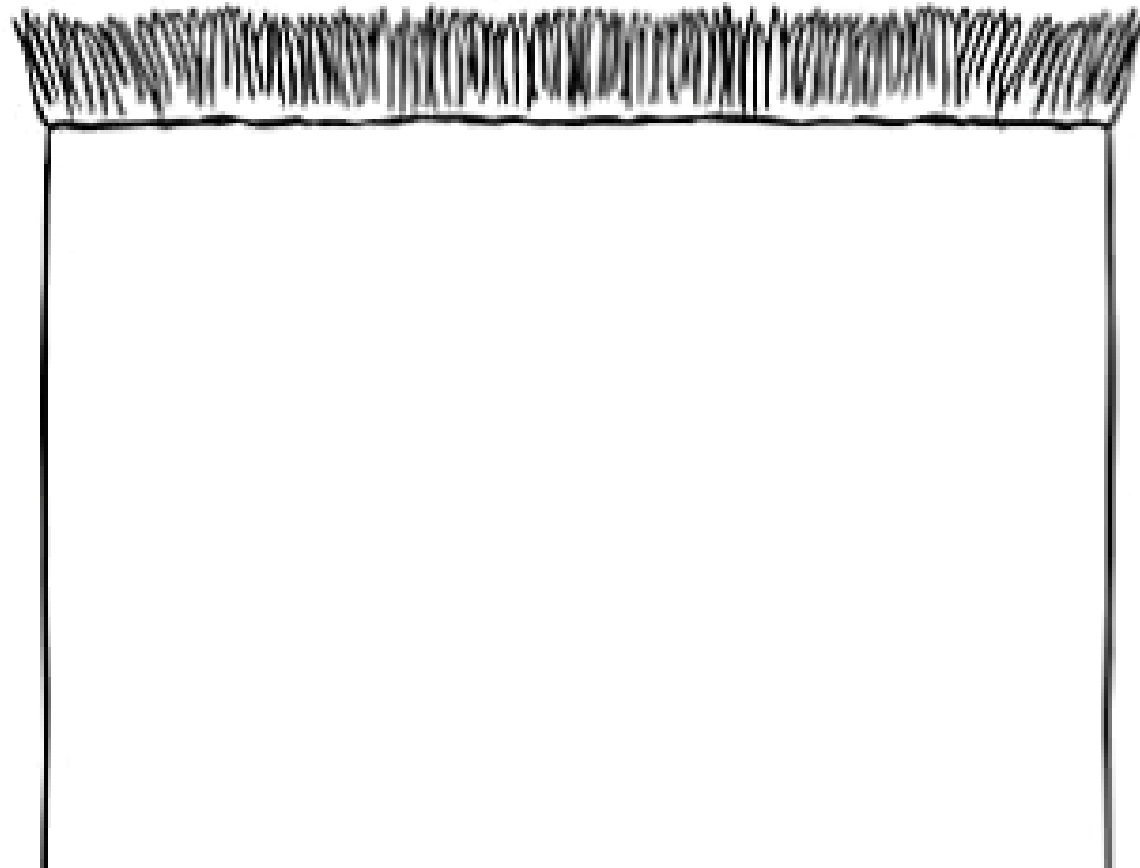
ink saving

ink saving

Eco

# Design Your Own Prayer Mat

Include symbols to represent people or things that are important to you.









روایت ابتدای عصر و قنن کعبه دن بگا بود و در  
گورده و قریب شدن بر بولک جماعت حرّم ایچند و تون









# Authentic sources







The  
Teachers'  
Collection

Book Resources

Film Resources

Primary Curriculum Booster

Monthly Check-Ins

Bonus Resources

*Stories to support curriculum planning*

*Bonus resources*

## 4 Steps

Choose your subject to find out more



Art & Design



Computing



Design & Technology



Geography



History



Languages

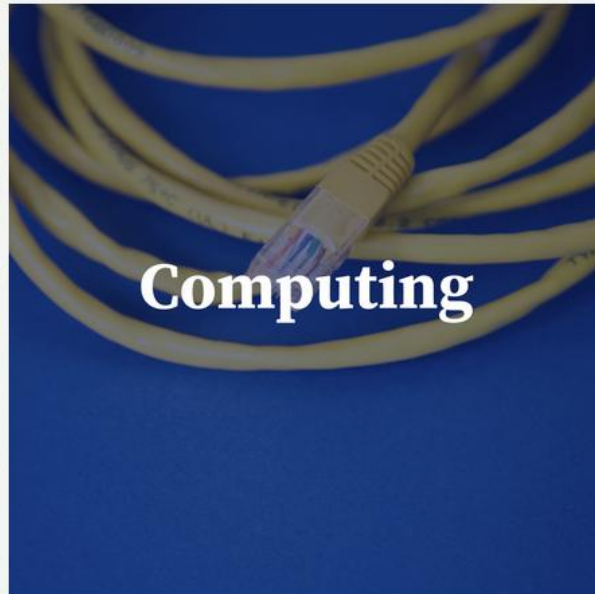
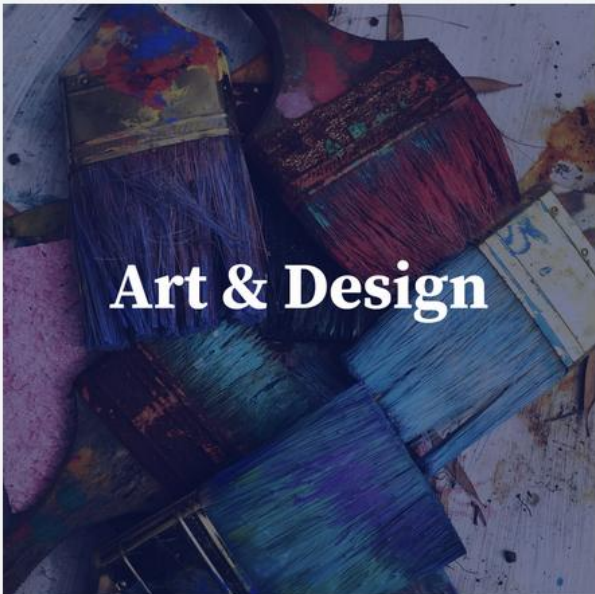


Maths



Music

# 5 Steps



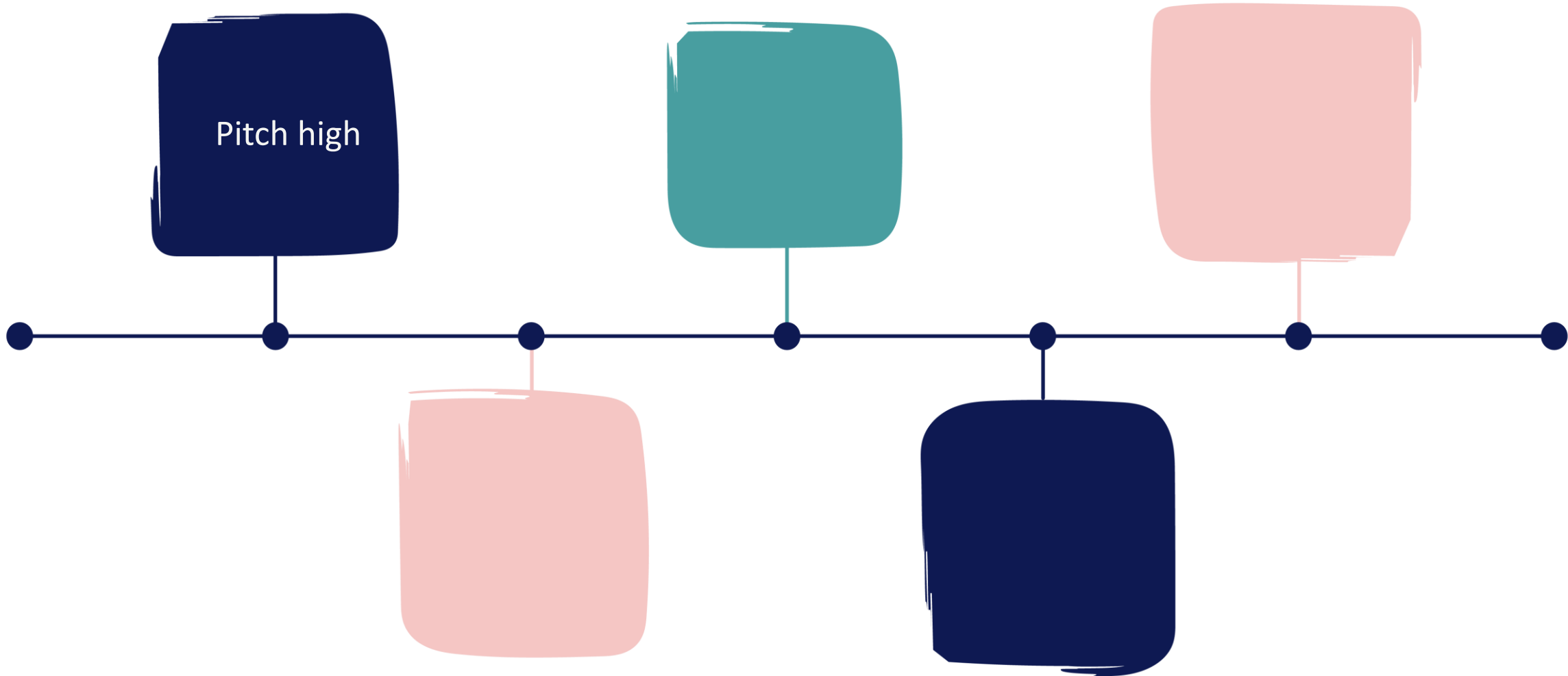
High challenge

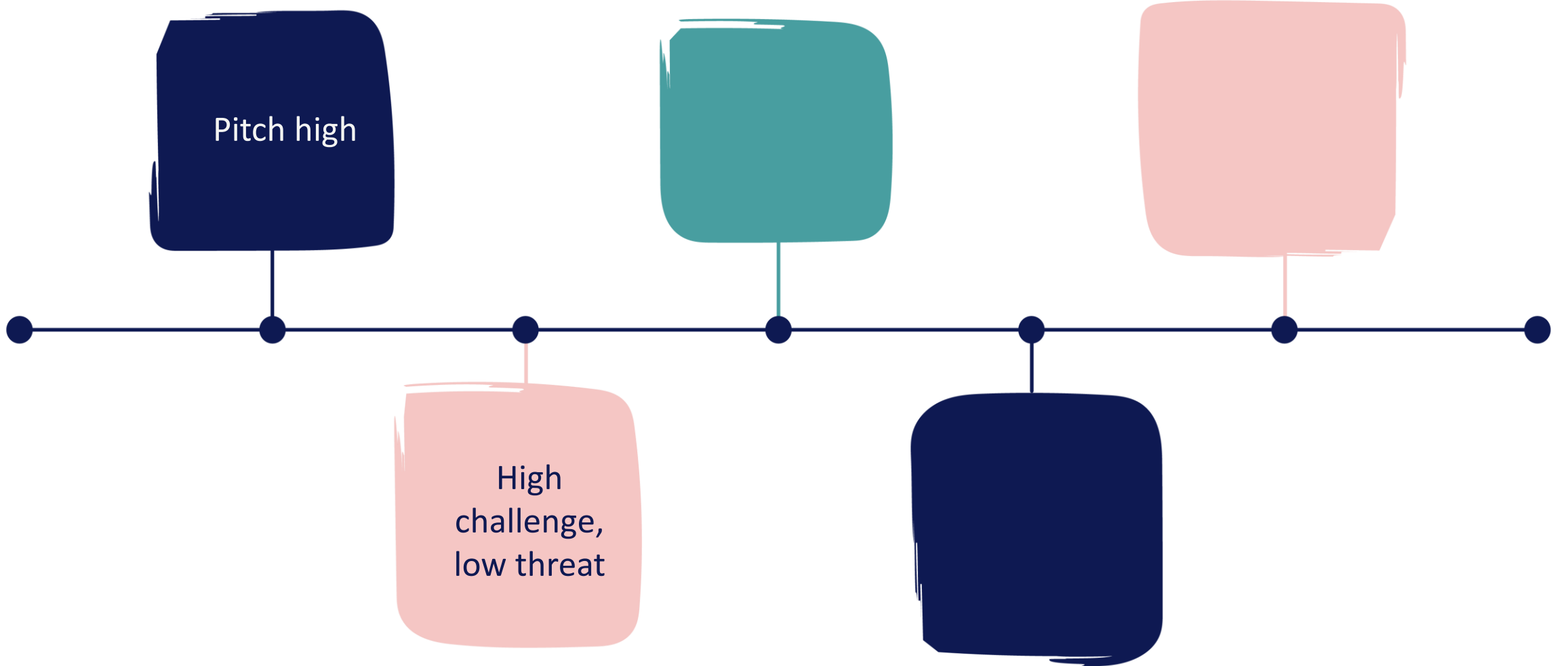
Low threat

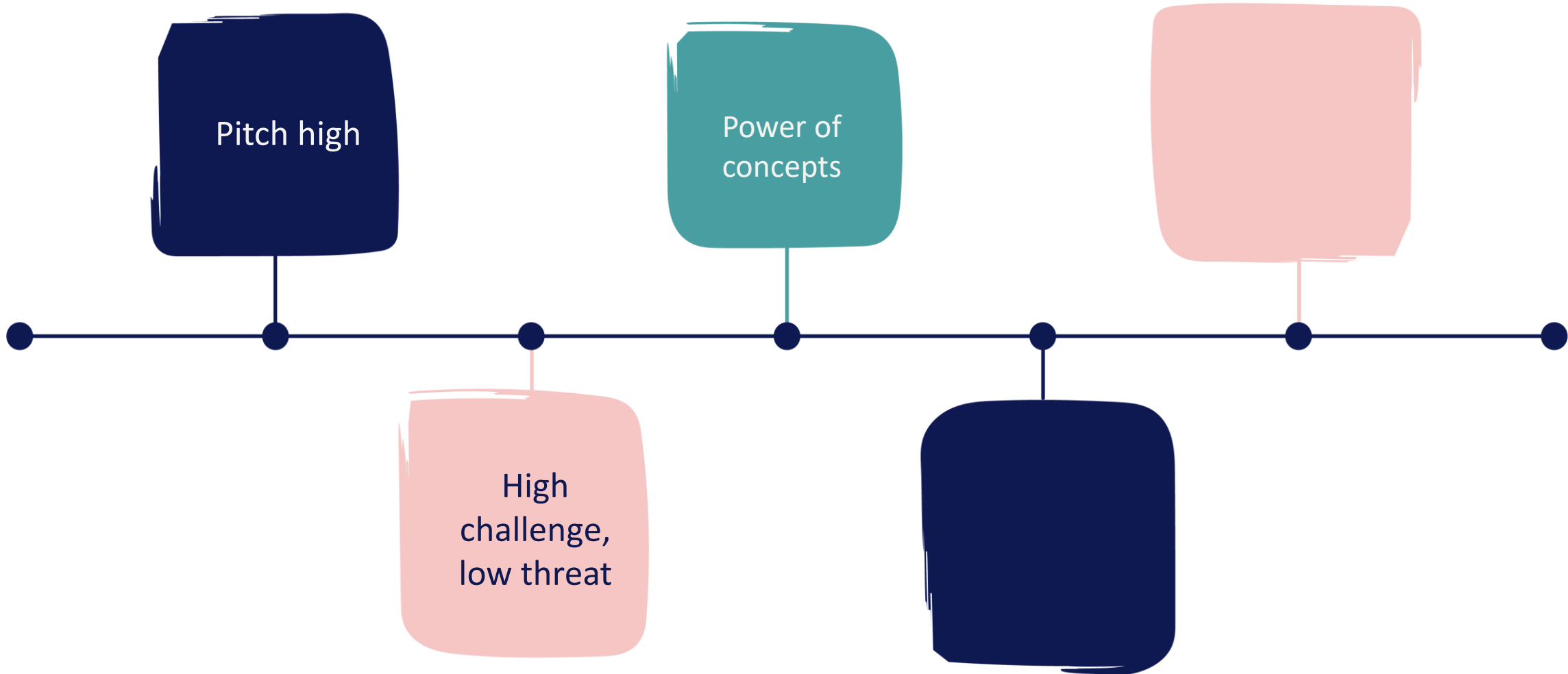


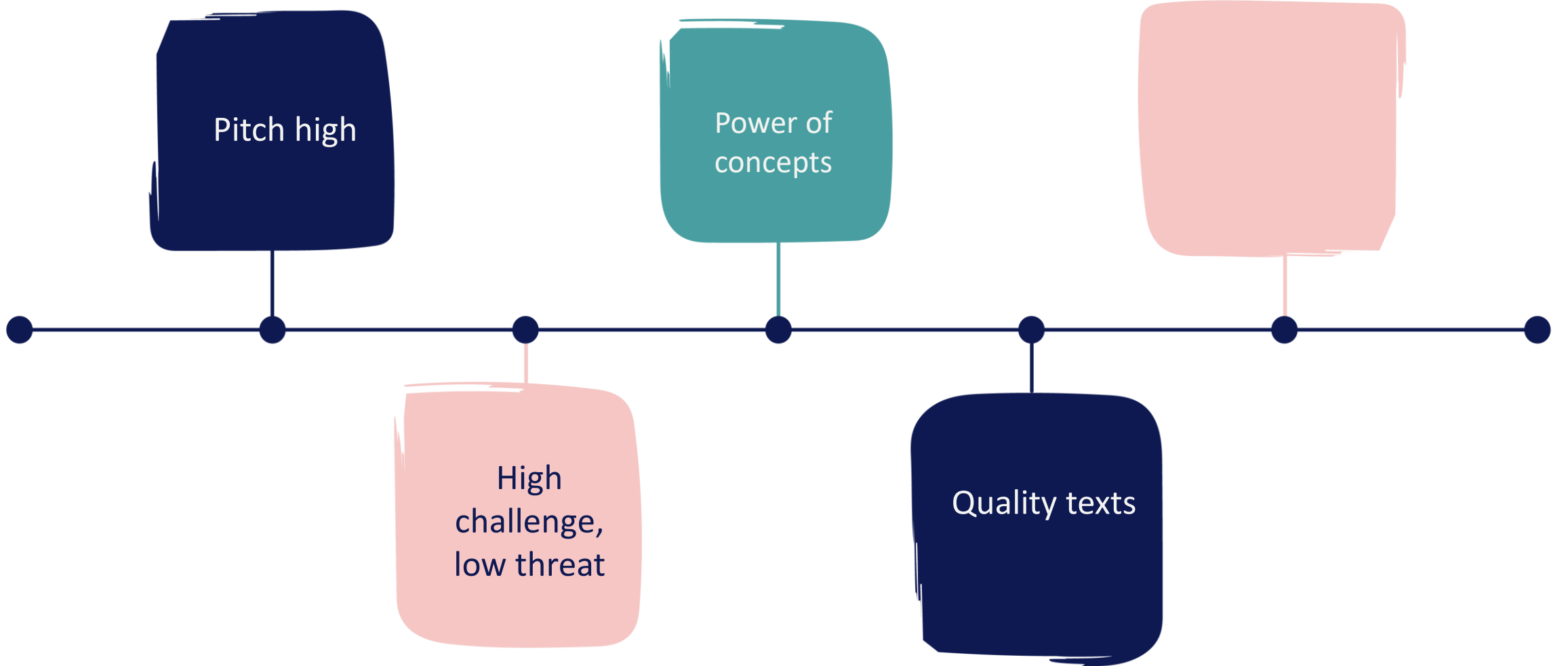
What adds  
greatest value?  
5 Takeaways

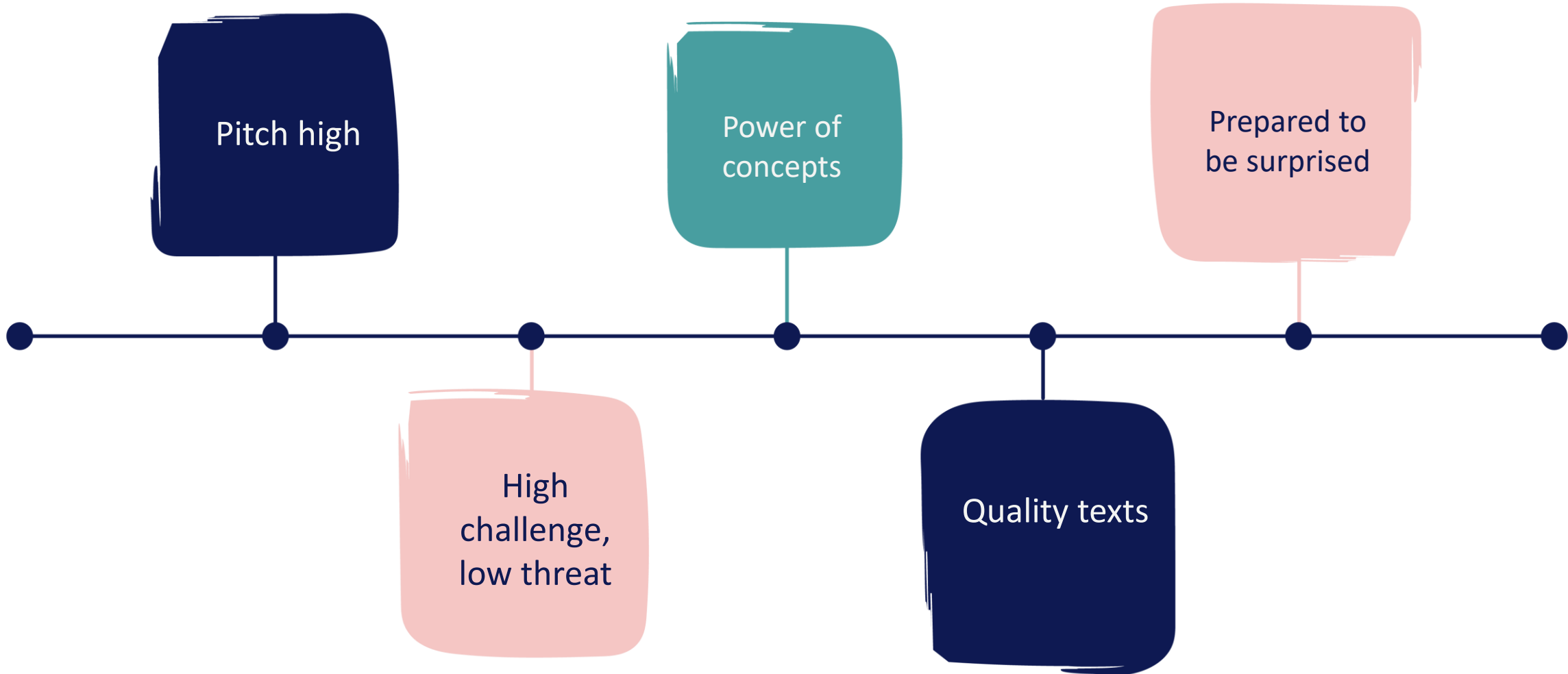














Lancot School | Dunstable

@LancotSchool



Fantastic to see staff exploring the amazing @MaryMyatt foundation curriculum books! 📖 ✨ Allowing pupils to learn deeply and remember more. Inspiring conversations and purposeful links across our planning! 💡 🧠 #MaryMyatt #CurriculumThinking #TeamLancot



7:50 PM · Jul 1, 2025 · 2,205 Views

Humans first  
Professionals second



# Feedback for BASL - Teaching & Learning



# BASL Teams Seminar

*An ambitious, inclusive curriculum  
for every child*

5 December 2025



Mary Myatt

