



## States of Being?

The emphasis is on children learning, not being taught subjects. For instance, teaching Science is a different thought process than planning for learners to become Scientists. Active, practical and experiential, the **States of Being** are essential to becoming curiosity driven settings and all staff are expected to use the States in visual timetables, termly planning, displays and newsletters. Each State of Being is characterised to help the children understand what it means and to also challenge stereotypes around them.



## What is enquiry-led learning?

In a nutshell, enquiry-led learning provides learners with **key questions** that are too big to answer in one go, but not so conceptually large that they do not understand. The purpose is to guide learners through a scaffolded process, answering a big question by producing something, such as a piece of writing, performance or animation.

## What are the Curious-city™ core principles?

Cognitive development, emotional literacy and language levels underpin the approach of Curious-city. With strong links to mastery-led learning principles (Bloom's Taxonomy) we recognise children's awareness of the world develops as they mature and that this has a significant impact on their ability to learn. Initially, we believe in anchoring all aspects of learning to reinforce personal identity and the present day, essential in creating self-aware individuals. As they develop we will strive to help them connect to the immediate environment, community, country until they are able to conceptualise abstract themes such as tolerance or culture on a global scale: from 'Me' to 'Everyone'. This process cannot be rushed, nor can it be executed in a haphazard approach, as every layer builds on the last. This approach affects the content as well as a way in which enquiry questions are structured, for instance.



## How will it affect lessons?

Think of a child's time in school as a series of experiences rather than a set of lessons. Sometimes experiences are short, sharp and immersive, other times they are light-touch events over a longer period of time. This is exactly what a curious curriculum should be. The usual focus of English and Maths teaching continues, enhanced by locally rich and relevant experiences.

## How is the school supported?

The school can access a wide variety of support with extensive discussions about what form of support is best for this school. Every member of the Curious-city team are current teachers and school leaders.

Usually, through a series of INSET days or staff meetings, the Curious-city team take teaching staff through the pedagogical elements, followed by face-to-face planning and review time. Over a period of about two years, the aim is to get the school well on their way to establishing their own curious approach that is specific to their learners, families and locality.

## What do others think?

"Both Year 5 teachers – and indeed the whole of the school – have embraced the work with Curious City wholeheartedly. However, the enthusiasm is matched by Ali [Curious-city Team Lead] and the Lighting up Learning team along with their curriculum knowledge and conviction which has been an inspiration."

Alison Capstick, Head of Teaching & Learning  
The Whitehorse Federation

"The new curriculum [at The Dolphin School] is very popular with pupils, parents and staff, all of whom speak enthusiastically about the impact it is having. Pupils are very keen to share their learning. For example, pupils in Year 3 talked proudly of the enquiries they have already made and how the one they are currently doing, 'Why did people in the past travel?', connects them with the history of Bristol."

Ofsted report,  
April 2018