Who should I follow on Twitter?

There is lots of chat about curriculum development at the moment and lots of people have something interesting to say. The following people are ones who I have found particularly interesting and thought provoking:

Clare Sealy @ClareSealy
Andrew Percival @primarypercival
Michael Tidd @michealt1979
Amanda Spielman @amanda_spielman
John Hutchinson @jon_Hutchinson_
Mary Myatt @MaryMyatt
Daisy Christodoulou @diasychristo
Mrs O @kateowbridge
Dylan Wiliam @dylanwiliam
Tim Taylor @imagineinquiry
Chris Dyson @chrisdysonHT
Wroxham TLA @WroxhamTeaching
Daniel Willingham @DTWillingham

CTSN Research & Development Group

Follow @CamTSNet for more 'subjects on a page'

Primary Curriculum Development 'on a Page'

On The Blogosphere

Old primary timer
https://primarytimery.com/
Clare Sealy, Head teacher at St Matthias Primary in Tower Hamlets, East London blogs extensively with a focus on curriculum and knowledge. She has led several rounds of national CPD around the country in conjunction with Andrew Percival 'Developing a curriculum for long term learning'

One between two
http://primarypercival.weebly.com/
Andrew Percival is a deputy head teacher in a large primary in Oldham, currently leading on teaching and learning across school. His role includes leading on English and Mathematics but he also blogs a lot about assessment and curriculum.

Michealt1979
https://michaelt1979.wordpress.com/
Michael Tidd is a head teacher of a primary school in West Sussex, having previously taught in middle and primary schools in Sussex and Nottinghamshire. His greatest interests lie in Curriculum and Assessment in primary education, with a close eye on the impact of the new National Curriculum in schools.

PEDFED
https://pedfed.wordpress.com/about/
Jon Hutchinson is a teacher at Reach Academy Feltham. Jon has been leading a knowledge-based curriculum project at key stage two. This has involved designing and building resources and approaches that will give every child access to the powerful knowledge they need to flourish, whilst reducing teacher workload and improving subject knowledge across the curriculum.

What should I read?

The Curriculum – Gallimaufry to coherence by Mary Myatt
(N.B Gallimaufry means a confused jumble or medley of things)
Mary Myatt argues that the solutions to overcoming achievement barriers lie in understanding the curriculum and in what children are meant to know. This book guides teachers and school leaders through a series of short chapters around what she feels are the key issues.

Why Don't Students Like School?: A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom by Daniel Willingham
Cognitive scientist Dan Willingham focuses his acclaimed research on the biological and cognitive basis of learning. His book reveals the importance of story, emotion, memory, context, and routine in building knowledge and creating lasting learning experiences. It has 9 easy-to-understand principles with clear applications for the classroom.

Why Knowledge Matters: Rescuing Our Children from Failed Educational Theories by E.D Hirsch, JR
ED Hirsch is an advocate of the idea of a core curriculum common to all national schools and, by implication in England, a national curriculum that doesn't mince words about the cultural knowledge that children in English schools need to acquire through their schooling.

Knowledge and the Future School: Curriculum and Social Justice by Michael Young & David Lambert
It provides a forward-looking framework for head teachers, to use when developing the curriculum of individual schools in the context of a national curriculum. While explaining recent ideas in the sociology of educational knowledge, the authors draw on Michael Young's earlier research with Johan Muller to distinguish three models of the curriculum in terms of their assumptions about knowledge, referred to in this book as Future 1, Future 2 and Future 3.