



Dimensions

'Learning Means the World'

**Your Implementation
Guide**



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Our DNA

What's in a Name?

You may think we picked the name because it sounded good (and hopefully, you'll agree it does!). Yet, the true meaning behind our company name is actually far more relevant, and we chose it to demonstrate precisely what we do and why.

The Oxford English Dictionary defines a dimension as "a measurable extent of a particular kind, such as length, breadth, depth, or height."

We Believe...

We believe the curriculum should have two essential dimensions: breadth and depth. That's why it's referred to in all our 'Learning Means the World' core thematic units. At Dimensions, we hate to think of the curriculum as flat and uninspiring. Instead, we see it as both dynamic and energising. We believe it should provide a holistic approach to educating pupils and produce tangible outcomes that make a real difference.

Our DNA

Breadth and Depth

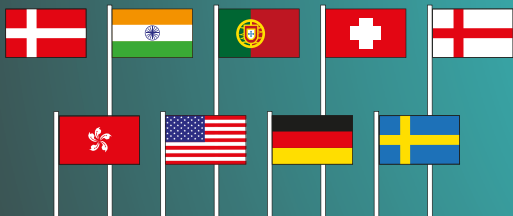
In short, we believe a multi-dimensional approach to the curriculum is essential. To achieve that, we focus on these two critical dimensions of curriculum breadth and curriculum depth.

While Dimensions began with a clear vision for these two dimensions, our definition of them has sharpened during our educational journey over the past ten years of training, consultancy and producing resources for the classroom.

One Big Family

We've been around for ten years, and our experienced, passionate experts have worked in education for decades.

Based in the beautiful Ribble Valley in the north-west of England, our curriculums and PSHE programmes are loved by schools worldwide – in fact; you're now part of a global Dimensions family that spans thirty countries!



Our Partnership

A Collaborative Approach To Curriculum

Our curriculum is thoughtfully designed and highly respectful of your teachers' expertise.

It's transparent about design rationale and intentional in the way that Learning Pathways are mapped.

As such, this means that curriculum implementation is an adaptive, rather than simply adoptive, process.

There's a necessary parallel investment of time, energy and resources when introducing a new curriculum model, focusing on supporting professional engagement and self-reflection. The curriculum resources themselves cannot replace quality teaching or create professional expertise in school. Like all tools, they are not hands-off nor self-directing.

The teacher-curriculum relationship should be a collaborative one.

Through an immersive partnership, we enable you to make sense of and plan using our curriculum model, empowering you to make informed, adaptive decisions. You bring to this partnership indispensable knowledge of context and pupils, their prior knowledge and learning experiences, and their own distinct learning needs. By drawing on your own experience, expertise and teaching skills - and making full use of local resources when planning using the 'Learning Means the World' curriculum - you should make adaptations to suit your own pupils' needs to guide them through the important content.

Your expertise is going to be essential in implementing the curriculum, rather than in conflict with it.



'Learning Means the World'

An Introduction

As more and more international schools embraced our original Dimensions Primary Curriculum, we decided to take on the challenge of building on this to create a more globally focused model. We already had a solid foundation, so we relished the chance to provide you with an even more relevant and meaningful curriculum base!



The result? In March 2019, we launched 'Learning Means The World', our progressive and innovative global curriculum.

Using our first-rate curriculum expertise, we collaborated with existing member schools and a diverse selection of experienced overseas teachers to design and create 'Learning Means the World'.

By instilling an international perspective into our proven model, we built something genuinely original, refreshing and transformative that you can use to change hearts and minds in your school.

The 4Cs

We have based 'Learning Means the World' on the 4Cs:



Conflict



Communication



Culture



Conservation



As you'll discover, these "world issues" are key focus areas and drivers of the 'Learning Means the World' Curriculum.

Learning Pathways

Roadmaps for Learning

The 'Learning Means the World' Curriculum is split into four Learning Pathways, linked to age groups, each with its own character name.

Age 3-5 – Explorers

Age 5-7 – Pathfinders

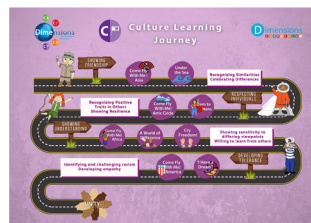
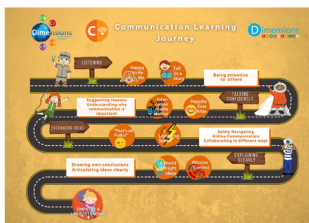
Age 7-9 – Adventurers

Age 9-11 – Navigators



Each Learning Pathway has designated learning traits and accompanying skills, which you'll work on through the thematic units.

These traits and skills provide reference points for both teachers and pupils throughout the school year and encourage pupils to take ownership of their own personal learning journey and develop their self-confidence and independence.



You can even get your hands on Explorer, Pathfinder, Adventurer and Navigator mascots to raise the profile of your Learning Pathway focus, reward pupils or use as part of achievement assemblies!

Big Ideas

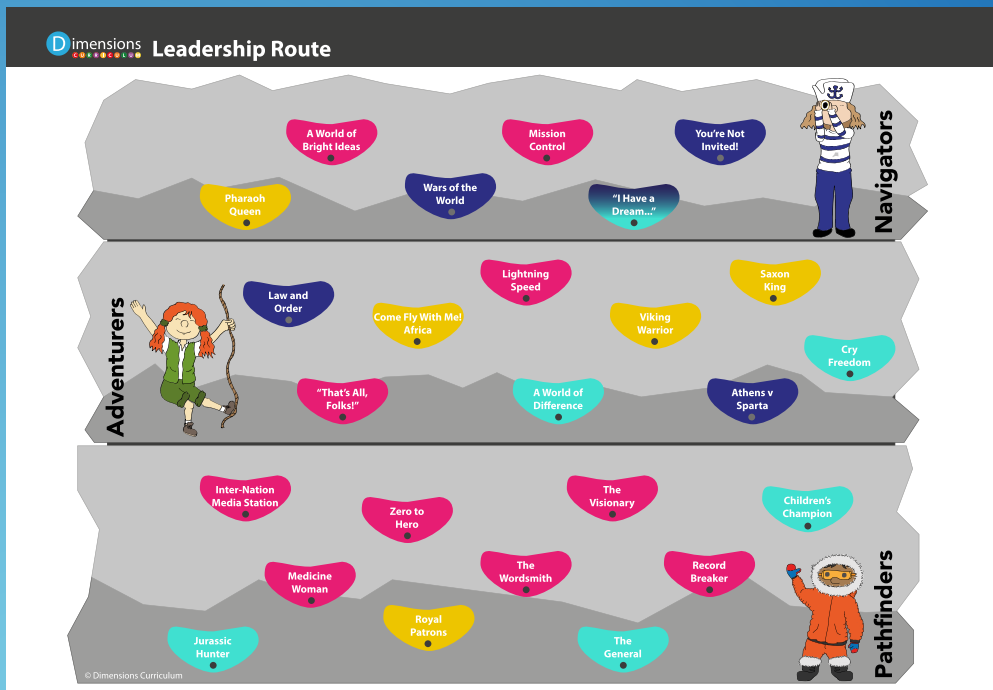
What are the 'Big Ideas' of 'Learning Means the World'?

In line with the centrally prescribed National Curriculum aims, the 'big ideas' ensure pupils gain a real appreciation of human creativity and achievement.

Route 1 Leadership

There are four strands within the Leadership Route, which are as follows:-

1. Monarchy
2. Pioneers
3. Leaders of Societal Change
4. National leaders, Empires and Dynasties



Big Ideas

Route 2 Discovery

There are three strands within the Discovery Route, which are as follows:-

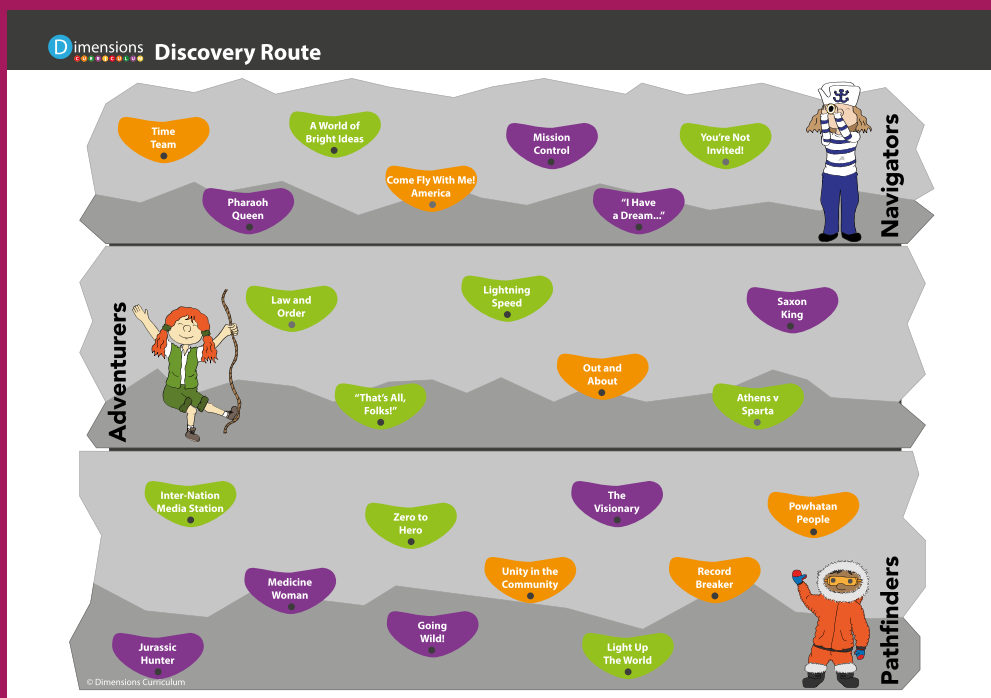
1. Inventions and Developments

2. Exploration

3. Disciplinary Discoveries

The 'big ideas', as well as the 4Cs - Communication, Conflict, Culture and Conservation - provide the framework for learning to grow and develop.

These strong threads help to develop the curriculum sequence diagonally, as well as horizontally and vertically.



Subjects Coverage

The main subjects you'll teach using your 'Learning Means the World' Curriculum are:

- History
- Geography
- Science
- Music
- Art
- Design Technology
- Computing
- PSHE

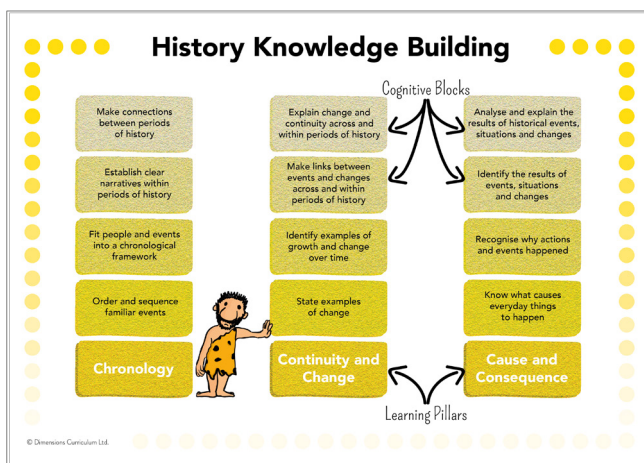
You'll also explore Dance and Drama, making 'Learning Means the World' a truly arts-rich curriculum that inspires independence, creativity and confidence, as well as nurturing wellbeing and empathy.

Knowledge Building

You'll use our unique Knowledge Building system to firmly cement **key pillars for each subject** in place for both teachers and pupils. This clear, innovative system gives you a robust way of highlighting and pinpointing knowledge progression so that you can ensure breadth and depth of learning within a subject.

Based on six distinct **learning pillars** for each subject, the knowledge builds on every key stage (EYFS, KS1, LKS2 and UKS2), using progressive **cognitive blocks** linked to each pillar. These are then applied to each theme with a science, history or geography focus in the form of example **knowledge statements** that increase in complexity through the phase.

They are also referenced directly in the appropriate curriculum areas within the 2021 EYFS Curriculum.



Thematic Units

Core Units

'Learning Means the World' features thirty-two thematic units. Each unit is cross-curricular, covering traditional and more contemporary subjects. Each unit has a global outlook to help you foster 21st-century attitudes and values in your pupils as they embark on their path to becoming confidence and self-assured citizens of the world.

There are eight units for each of the four world issues, aka the four Cs:

Conservation

Communication

Conflict

Culture

There are two themes for each Learning Pathway, which you'll remember are Explorers (age 3-5), Pathfinders (age 5-7), Adventurers (age 7-9) and Navigators (age 9-11).



Competency Units

Raising Aspirations



We've designed Competency Units to ensure 'Learning Means the World' provides full National Curriculum history coverage.

These units focus on raising aspirations through studying four key competencies:-



Creativity



Community



Commitment



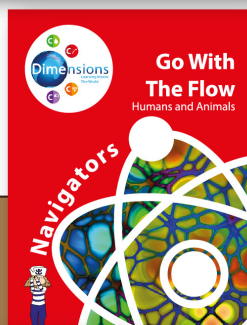
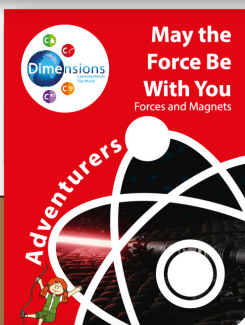
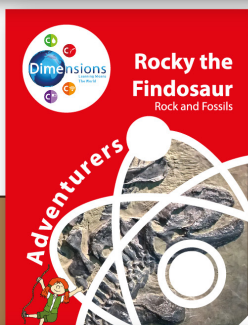
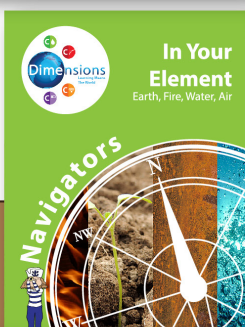
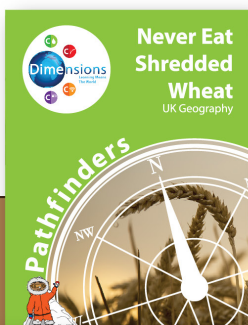
Courage

These history competency units draw inspiration from a range of diverse historical role models, like Elizabeth Blackwell, Thomas Barnardo, Ignatius Sancho and Josephine Baker, and diverse groups of people, such as the Vikings and Egyptians.

NC Essentials Units

Full Coverage

Full National Curriculum coverage is also achieved through mapping then teaching the NC Essentials units for Geography and Science.



A Knowledge-Rich Curriculum

How Knowledge Building fits with Theme Units

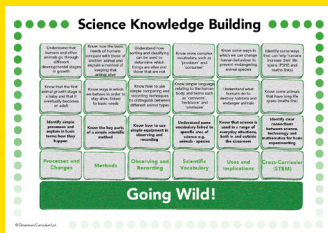
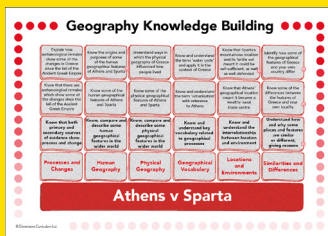
Below, we've included some practical information on how to use our Knowledge Building sheets to get the most out of your thematic units.

Start with both documents together – Knowledge Building and Thematic Unit.

On the top two rows of the Knowledge Building sheets there are knowledge statements not learning objectives. You should not use the statements as learning objectives. The learning objectives are clearly shown in the thematic unit. The thematic unit is the prime means of teaching the knowledge. You should, however, keep an eye on the Knowledge Building sheets when working their way through the core and further subject(s), as most of the knowledge statements will be taught by following the Thematic Unit.

There is some additional knowledge on the Knowledge Building sheets that you can feed into your teaching, as appropriate. You can choose to add in some of the knowledge that is not explicitly or implicitly taught through the unit, but this will be dependent on pupils' interest and ability. At the end of the unit, you can go through the Knowledge Building Sheets and tick off the statements. You will then see what additional knowledge statements are on there that you may want to share with the pupils. Any additional statements you then go on to teach will include knowledge to enhance and develop the learning further.

Remember, it's a dynamic, not a static document to help you understand progression within the subject with examples of what that looks like.

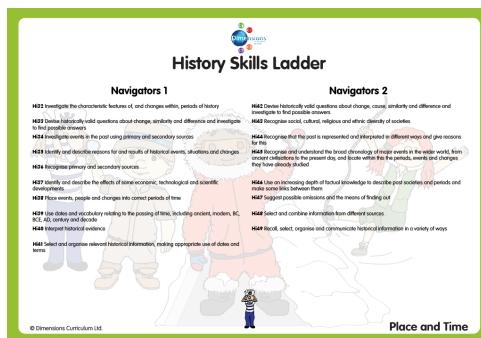
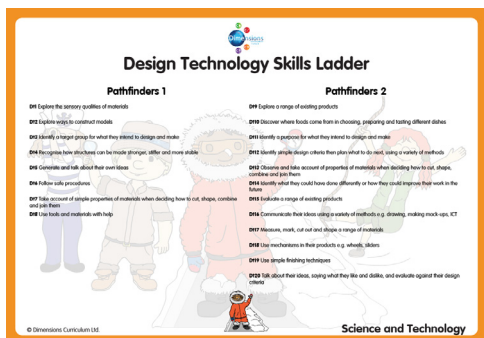


Skills Ladder Developing Expertise

The Dimensions Skills Ladder contains a specific skillset for each subject, linking procedural knowledge to skills development, with a focus on disciplinary learning.

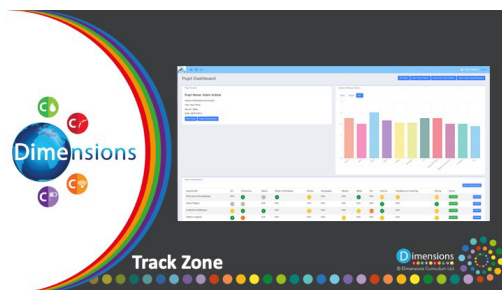
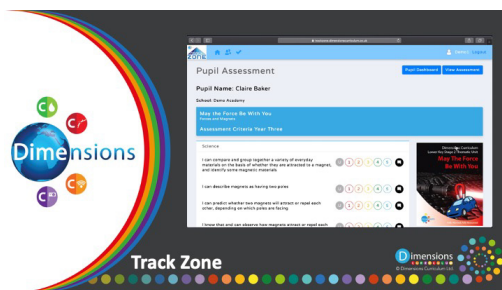
It shows progression and continuity across all curriculum areas. It also helps you work on developing pupils' expertise within a subject discipline, whilst ensuring there is a focus on permanent, transferable skills.

Using this, you can direct teaching and learning towards subject-specific processes, as well as outcomes.



Track Zone Assessment

You can use the Dimensions Skills Ladder alongside Track Zone, our online pupil recording and tracking system. It provides a user-friendly approach to monitoring coverage and assessing individual pupil progress. All subject areas are covered, making target-setting much easier. You can also assess by theme.



Learning Sequence



Organising Knowledge

The Learning Sequence provides a carefully selected running order for your teaching.

By following these in the Core Units, you'll achieve the following outcomes:-

- Integration of subjects, leading to deeper learning
- Seamless transition from one lesson to the next
- Clear identification of subject disciplines

Competency Units and NC Essentials are taught in page order, working from the beginning of the theme unit, through to the end.

 Learning Sequence Inter-Nation Media Station				
	ACTIVITIES	PAGE	LITERACY / MATHS	PAGE
PART 1	• Pupil-Led Starter	1		
	• Catalyst Question	9		
	A. Yesterday's News	3		
	B. Read All About It!	4		
	C. Media City	5		
	D. Then and Now	6		
	• ELE	1	Literacy: Meet Top Dollar	7
			Literacy: Meet Nan	8
PART 2	• Catalyst Question	15		
	• HISTORY: Life Before Televisions	10		
	• ART: Black and White to Colour!	11		
	• DRAMA: My School Channel	13		
	• MUSIC Phase 1	23	Maths Cross-Curricular Link: Pupil-Led Activity	21
			Literacy: FMTV Awards	14
PART 3	• PSHE: I Think...	30		
	• PSHE: Let's Debate	32		
	• HISTORY: Radio Ga Ga	16		
	• Catalyst Question	20		
	• MUSIC Phases 2 and 3	27		
	• DRAMA: Pupil Interviews	19		
	• COMPUTING: Multimedia	37		
	• PSHE: E-Safety	34		
	• Catalyst Question	36		
	• Global Dimensions	39	Maths Cross-Curricular Link: Problem-Solving	21
			Literacy: Radio Star	18
Core Integrated Vocabulary Generic Learning Lexicon P1 Suggest P2 Conclusion Specific Theme Lexicon media, broadcast, broadcasting, television, radio, past, present, news, messenger, beacon, semaphore, programme, newspaper				
 Issues © Dimensions Curriculum Ltd. Wish you'd... talk confidently				

Recall and Retention

WhISK Sheet (Knowledge Organisers)

WhISK stands for 'What I Should Know'. These sheets are our version of knowledge organisers, designed to show your pupils the essential core learning for the theme, along with a vocabulary list.

They are realistic and achievable summaries of what the pupils will be learning.

You can use your WhISK sheets as reference points, send them home for parents to check the learning, use them for quizzing during and after the teaching of the theme, or any other way you think is useful!

Teachers say WhISK sheets are a valuable tool to use for a range of purposes in and out of the classroom, so we're sure you'll find them extremely handy!



Kahoot Quizzes

Kahoot quizzes testing spatial recall are loved by 100% of UK schools who use our 'Learning Means The World' Curriculum. One teacher gave them a solid thumbs-up, saying: "They are brilliant for testing sticky knowledge!" We're confident you'll feel the same about them, and they'll prove to be a nifty resource on your 'Learning Means The World' journey.

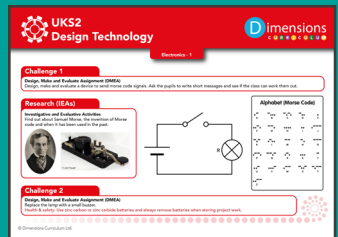
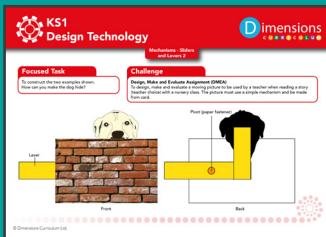
Time Machine

Time Machine has been developed for two purposes:-

1. For the teacher, so they can check prior learning using the Time Machine documents, and see where the next steps for learning within that strand or subject will come;
2. For the pupil, to help them recall prior learning by using the Time Machine videos as memory prompts.

Standalone Teaching Design Technology

In order to develop specific skill building in Design Technology, there is a set of focused tasks for each Learning Pathway. They need to be incorporated into the overall fabric of the curriculum and should be taught at the teacher's discretion. This is best done during thematic units that do not have a Design Technology project already included.



PSHE











Inspired by a meeting with Mr Motivator, the 3D PSHE programme is an integral part of our holistic 'Learning Means the World' Curriculum! Our 4Cs fit perfectly within the remit of this subject and we have, therefore, linked PSHE directly with the themes. So, full coverage of the 2020 DfE Statutory Health and Relationships Curriculum is achieved through teaching the thematic units alongside a list of discrete lessons found in the 3D PSHE Curriculum > LMTW Full Coverage folder.

There are optional, additional units such as Sex Education and Substance-Related Abuse, which can be planned into the PSHE curriculum, as schools feel appropriate.





Checklist

You need to:	Tick boxes
Look at your school's Theme Cycle	
Log on, locate, download and print your first Thematic Unit	
Familiarise yourself with the Knowledge Building sheets and, alongside the Thematic Unit, identifying where in the planning they are covered	
Familiarise yourself with the WhISK Sheet	
Read through the whole unit following the Learning Sequence	
Observe carefully how the lessons fit together	
Identify teaching time allocation on timetable and estimate time needed for each activity	
Notify curriculum / subject lead of any new resources that are needed	
Set up an account for Kahoot! to make best use of the quizzes provided	
If using Track Zone, log on and familiarise yourself with the Help Videos	
Notes:	