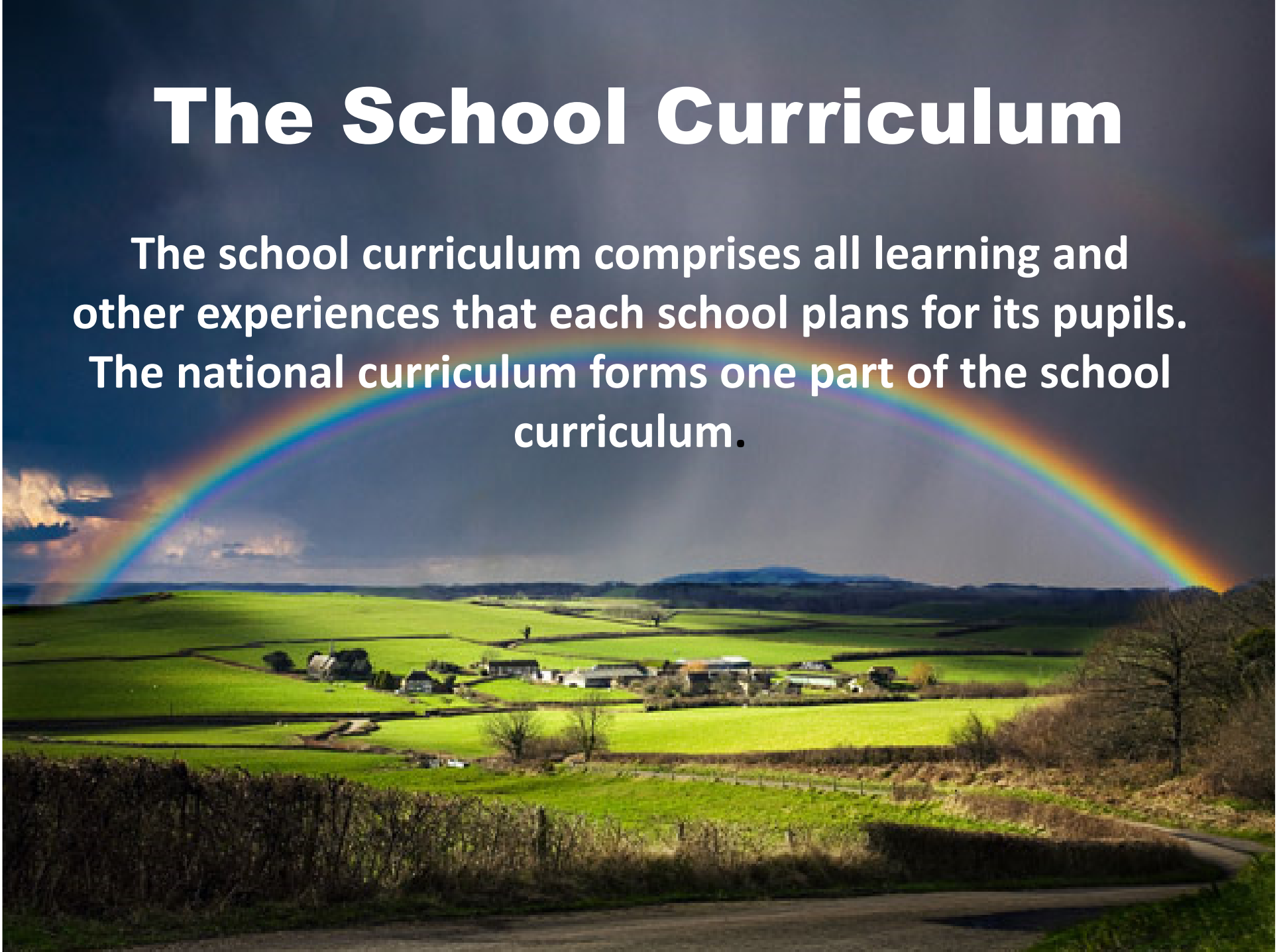


# **The School Curriculum**

**The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.**



## 2. The **School Curriculum** In England For State (Maintained) Schools (page 5)

All state(maintained) schools are required to provide a curriculum which is **balanced and broadly based** and which:

- promotes the **spiritual, moral, cultural, mental and physical development** of pupils at the school and of society, and
- prepares pupils at the school for the **opportunities, responsibilities and experiences** of later life.



# **All state (maintained) schools are required to**

- make provision for a daily act of collective worship and
- must teach religious education to pupils at every key stage and sex education to pupils in secondary education (2.1)



## **All state (maintained) schools are also required to:**

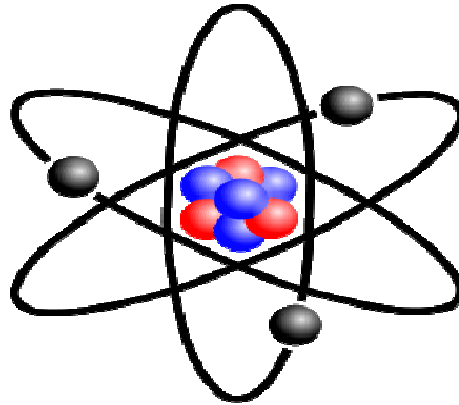
**(continued)**

- make provision for **personal, social, health and economic education** (PSHE), drawing on good practice.
- **publish** their school curriculum by subject and academic year online (Sept 2012)

**Schools are free to include other subjects or topics of their  
choice (2.5)**



# 3.The National Curriculum in England



## Aims:

- To provides pupils with an introduction to the core knowledge that they need to be educated citizens.
- To introduce pupils to the **best** that has been thought and said; and helps engender an appreciation of human creativity and achievement. (3.1)



# The School Curriculum

## The National Curriculum

- The Statutory requirements

## Religious Education

- Subject to:
- Diocesan Syllabus
- Agreed Syllabus

## The Early Years Foundation Stage

- Areas of Learning

## The School's Free Choice

- Anything else the school wishes to include



# The Structure Of The Statutory National Curriculum (3.5)

- A subject based curriculum from 5 years to 16 years
- It has four Key Stages – 2 primary 2-secondary
- 10 subjects in KS1
- 11 subjects in KS2
- 12 subjects in KS3
- 6 subjects in KS4 plus at least one subject from each of four identified areas

Very similar to the 1988 original National Curriculum which has been found to be an inappropriate model for the primary stage – **(it's a Victorian grammar school model).**



# In its favour

- It can be used by schools as the basis for building their own rich broad and balanced curriculum
- The structure it provides for teaching spelling and mathematics could be helpful
- It allows schools to set the NC within different models e.g. The Areas of Learning FS model which connect subjects
- It is actually less in content than the sum total content of all the current NC subject handbooks
- It does not prescribe teaching methods
- It leaves schools free to allocate time for the teaching of each subject
- It is likely to be changed if a different political regime comes in as it's a 'political' model rather than a 'consensus' model – it may only have a short life



# The National Curriculum 2014

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5 – 7	7 – 11	11 – 14	14 – 16
Year groups	1 – 2	3 – 6	7 – 9	10 – 11
Core subjects				
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
Foundation subjects				
Art and design	✓	✓	✓	
Citizenship			✓	✓
Computing	✓	✓	✓	✓
Design and technology	✓	✓	✓	
Languages		Any Foreign Lang	Modern Foreign Lang	
Geography	✓	✓	✓	
History	✓	✓	✓	
Music	✓	✓	✓	
Physical education	✓	✓	✓	✓



## Changing from 'Information and communication technology' changed to 'Computing'

The **science and engineering discipline of computer science**, pupils are taught

- how digital systems work,
- how they are designed and programmed, and
- the fundamental principles of information and computation.
- to apply information technology to create products and solutions.
- to become digitally literate –
- to use, and express themselves through, information and communication technology



# More Freedom

- Schools are free to choose how they organise their school day, as long as the content of National Curriculum programmes of study is taught to all pupils. (3.4)



# 5. Numeracy and mathematics

(page 10)

- Teachers should use every relevant subject to develop pupils' mathematical fluency.
- Confidence in numeracy and other mathematical skills is a precondition of success across the national curriculum.
- Teachers should develop pupils' numeracy and mathematical reasoning in all subjects



# 6. Language Literacy and Numeracy

(page 11)

- Spoken language – standard English
- Reading and writing developed in all subjects accurate spelling and punctuation, correct use of grammar
- Vocabulary development



## 7. Programmes of Study and Attainment Targets

- Programmes of study to be taught by the end of the key stage schools have flexibility (page 17 para. 1)
- POS have 'statutory' areas and 'notes of guidance'
- The POS for KS1 and KS2 are much heavier and far more prescriptive than KS3 or KS4
- Schools are required to set out the curriculum on a year by year basis and make it available on line (Sept 2012)



# ENGLISH

The national curriculum for English aims to ensure that all pupils:

1. **read** easily, fluently and with good understanding
2. develop the habit of reading widely and often, for both pleasure and information
3. **acquire a wide vocabulary**, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
4. appreciate our rich and varied literary heritage
5. **write** clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
6. use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
7. are competent in the arts of **speaking and listening**, making formal presentations, demonstrating to others and participating in debate.



# Spelling, vocabulary, grammar, punctuation and glossary

The two statutory appendices:

- on spelling and
- on vocabulary, grammar and punctuation



Give an overview of the specific features that should be included in teaching the programmes of study.

The programmes of study for English are set out:

- year-by-year for key stage 1 and
- two-yearly for key stage 2.

# SEGMENTING - YEARS AND KEY STAGES

- The single year blocks at key stage 1 reflect the rapid pace of development in word reading during these two years.
- Schools are only required to teach the relevant programme of study by the end of the key stage.
- Within each key stage, schools have the flexibility to introduce content earlier or later than set out in the programme of study.
- schools can introduce key stage content during an earlier key stage if appropriate.
- All schools are also required to set out their school curriculum for English on a year-by-year basis and make this information available online.



# MATHEMATICS

## Aims


The national curriculum for mathematics aims to ensure that all pupils:

1. become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
2. **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
3. can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

**Appendix 1** – How to set down sums (p146)



# MATHEMATICS MILESTONES

- By the end of year 2, pupils should know the **number bonds to 20** and be precise in using and understanding place value.
  - By the end of year 4, pupils should have memorised their multiplication tables up to and including the **12 multiplication table** and show precision and fluency in their work.
  - Calculators should not be used as a substitute for good written and mental arithmetic. They should therefore only be **introduced near the end of key stage 2**
  - By the end of year 6, pupils should be fluent in written methods for all **four operations, including long multiplication and division, and in working with fractions, decimals and percentages.**
  - Pupils should read, spell and pronounce mathematical vocabulary correctly.
- 



# HISTORY KS1

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.





# HISTORY KS2



- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; **Ancient Egypt**; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world

# **A Curriculum fit for purpose**

## **The curriculum in schools that moved to good and beyond**

- A curriculum based on individual needs rather than one size fits all
- Successful achievement in English and mathematics at the heart
- Meets statutory requirements but shaped to better meet the needs of pupils
- Developed to encourage creativity, independence, problem solving and investigative skills
- Enriched by first hand experience, school visits,
- The grounds developed as an outside classroom
- Pupils asked to identify what they wanted to learn about
- The use of topics and themes for learning
- Topics ending with a tangible product where pupils demonstrate their learning

# A Curriculum fit for purpose

## Some examples given:

- A life size Anderson shelter built by pupils in the school grounds
- High quality art gallery replicating the work of a range of artists
- A book on human rights entitled '*Every Child Counts*' published professionally
- A Tudor banquet

'All the work is of the highest standard and demonstrates that whilst literacy and numeracy skills are central to the curriculum, pupils have very well developed skills in a wide range of other subjects.'

