



Qualifications and
Curriculum Authority

Secondary Curriculum Review

New curriculum, new opportunities

Secondary Curriculum Review

This presentation divides into three sections:

3. Why are we changing the curriculum?
 2. What is in the new curriculum? A guide to the changes
 3. What opportunities do schools have for changing the curriculum?
- ... and a short final section summarising key messages

“Education only flourishes if it successfully adapts to the demands and needs of the time. The curriculum cannot remain static. It must be responsive to changes in society and the economy, and changes in the nature of schooling itself.”

National Curriculum 1999



...from the **national** curriculum to **our** curriculum



Qualifications and
Curriculum Authority

1. Why are we changing the secondary curriculum?

A new look at the secondary curriculum

Futures

- Changes in society
- Impact of technology
- New understanding about learning
- Globalisation
- Public policy



Current concerns

- Clutter and over-crowding
- Space for support and challenge
- Securing fundamental skills
- More personalisation – AfL
- Greater engagement



Opportunities

- Increased attention to whole curriculum design
- Curriculum coherence shaped by aims
- Increased focus on skills across subjects
- Increasing focus on personal development – well being
- Subjects de-cluttered and more focused on key concepts and skills
- More flexibility in resources, timetables, buildings

Secondary curriculum review

Why?

- A curriculum fit for the future
- *Every Child Matters*
- Social cohesion

What?

- Flexibility
- Coherence
- Relevance
- Challenge

The opportunity for teachers:

- Linger longer, dig deeper, cross boundaries



Qualifications and
Curriculum Authority

2. What is in the new curriculum? A guide to the propose changes

Curriculum aims

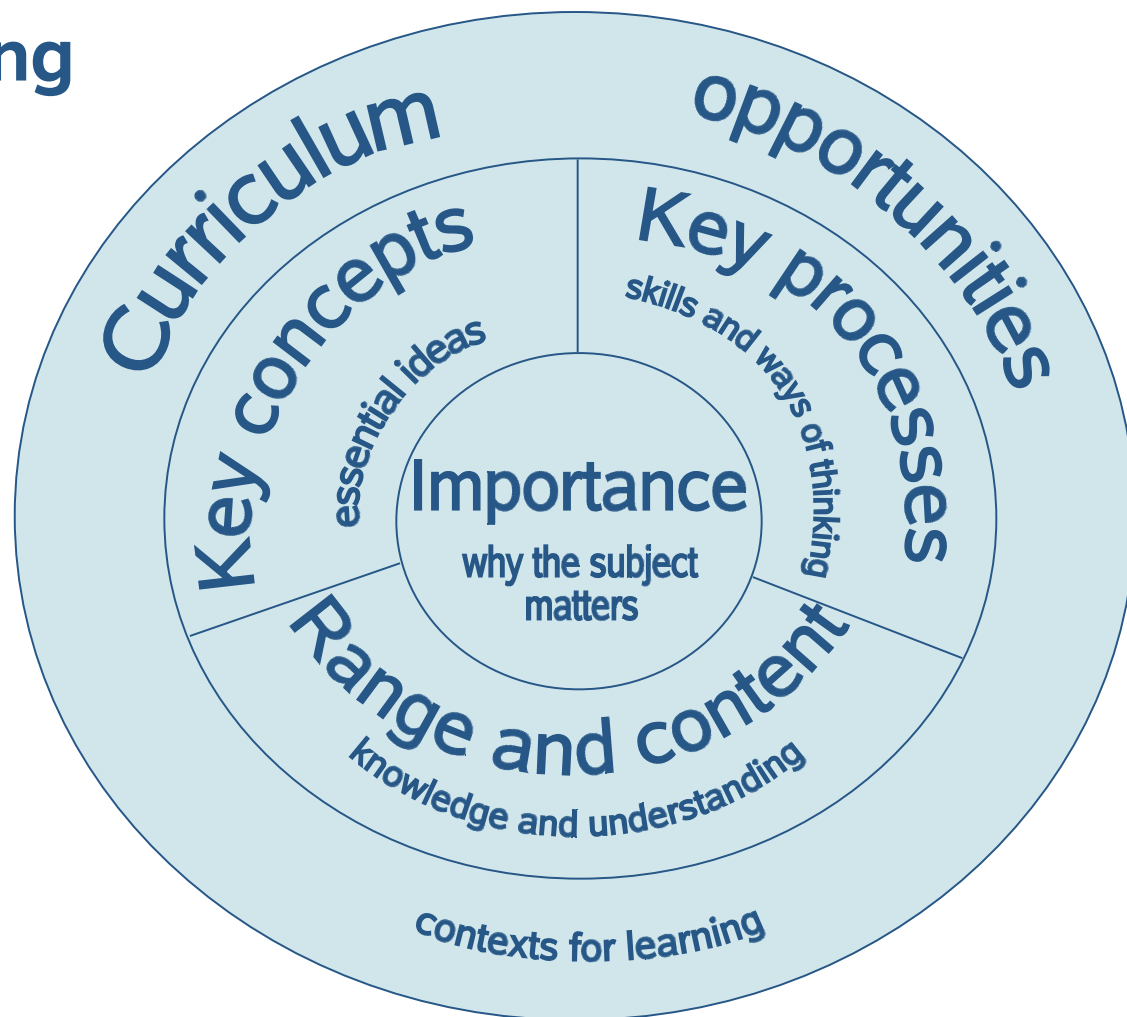
- To ensure that all young people become:
 - **successful learners**
 - **confident individuals**
 - **responsible citizens**



- These aims can be used as the focus for **refreshing and developing** the curriculum and plan coherently across the entire planned learning experience

New subject programmes of study

Rethinking subjects



The revised programmes of study are designed to improve coherence within subjects and across the curriculum and to ensure clear progression between key stages

All the revised programmes of study follow the same structure.

Curriculum aims are given at the start of each programme of study. Teaching and learning in all subjects should help learners achieve these aims.

The importance statement describes the important aspects of the subject, why it is necessary for learners to study the subject and what they can expect to gain from it.

K
w
i
n
K
t

Each programme of study is supplemented by supporting guidance on how to develop coherent approaches to teaching and learning.

This is presented in two sections.

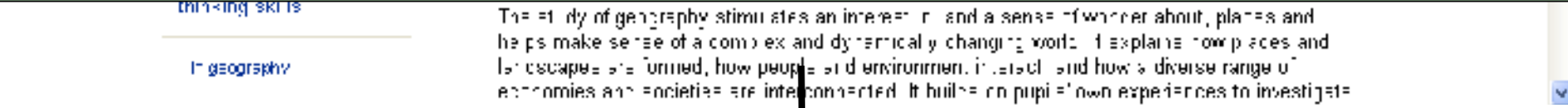
- Links to the whole-school curriculum**
- Developing the subject curriculum**

discipline and underpin the study of the subject. They identify deepen and broaden their knowledge, skills and understanding and processes that learners need to learn to make progress in

Range and content outlines the breadth of subject matter from which the areas of study should be drawn.

Curriculum opportunities identifies opportunities that are integral to learning and enhance learners' engagement with the subject.

Explanatory notes are included in each programme of study, signposted by the blue note icon. These explain the scope of the requirements in the programmes of study, clarifying phrases and terms and giving examples. They are included in full in the downloadable versions of the programmes of study.



A structure that creates new opportunities

- Key concepts: Creativity: Art & Design, Design & Technology, English, Mathematics, MFL, Music, PE
- Key concepts: Identity: Citizenship, RE
- Key processes: Critical reflection: History, Personal Well-being
- Key processes: Evaluate: ICT, RE
- Key processes: Analyse: Mathematics, RE, Science

Level descriptions

Level descriptions for national curriculum subjects at levels 4 to 8 have been modified to:

- complement revised programmes of study
- maintain standards

A new level description for citizenship had been developed with levels 1 to Exceptional Performance

The non- statutory level descriptions for RE remain unchanged.



3. What opportunities do schools have for changing the curriculum?

When planning, think out about the context of

- the local community and the young people living in it
- the school and its wider context, values and priorities
- meeting the needs of the full range of learners
- the curriculum priorities for subjects

In the community or school

To what extent do young people:

- enjoy and achieve?
- engage and participate positively?
- use their learning to make wise, healthy and safe choices?
- pursue social, economic or environmental goals?
- value and understand each other, and appreciate diversity in society?

In the school or department ...

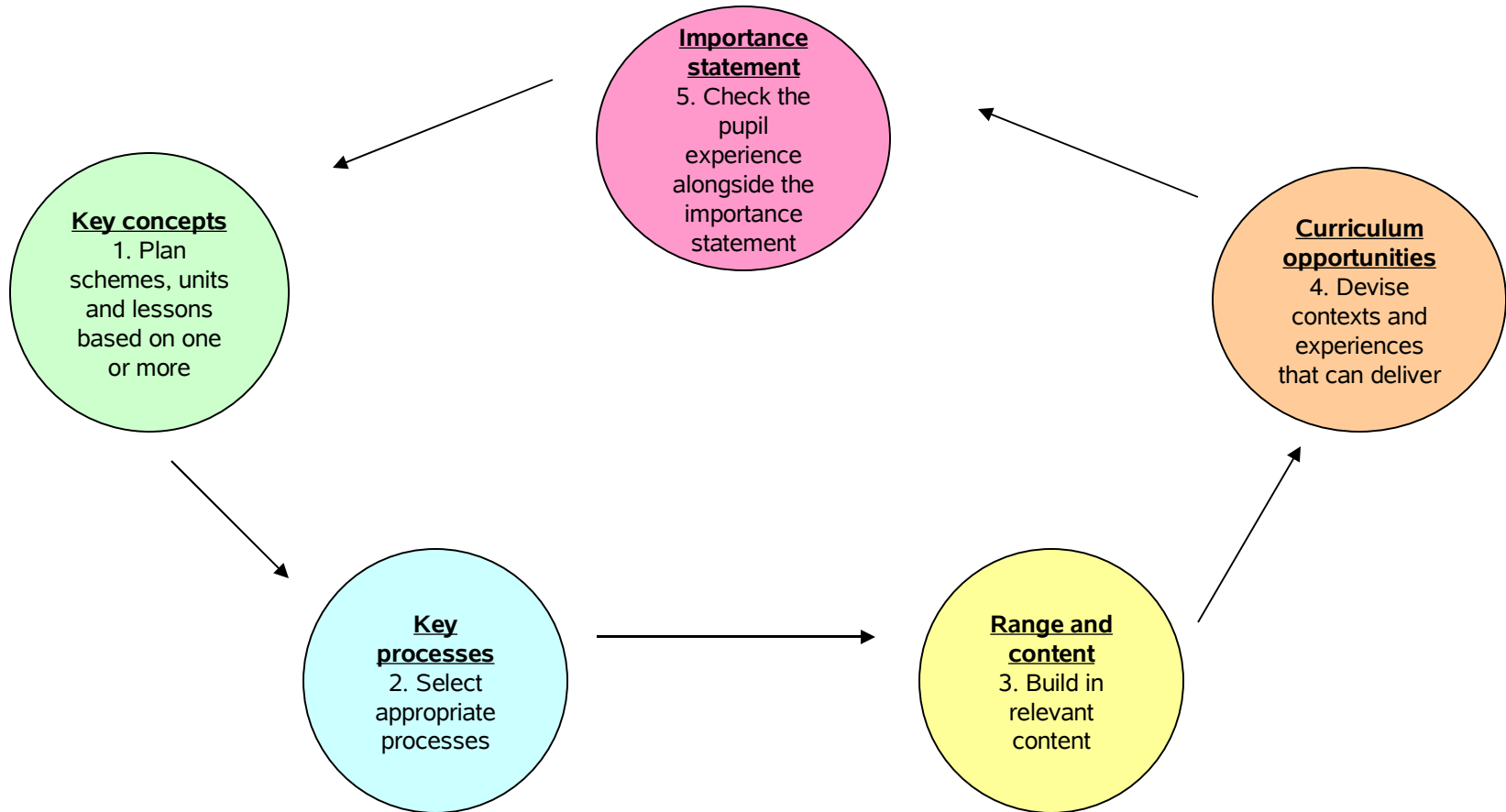
- Are young people independent enough in their learning?
- Do learners recognise their own success, express their own needs and chart their own future progress?
- Can young people make connections between their needs, interests and aspirations and what they are learning?

Starting to plan: three possible models

1. Begin with key concepts
3. Begin with key processes
5. Begin with the importance statement and curriculum opportunities

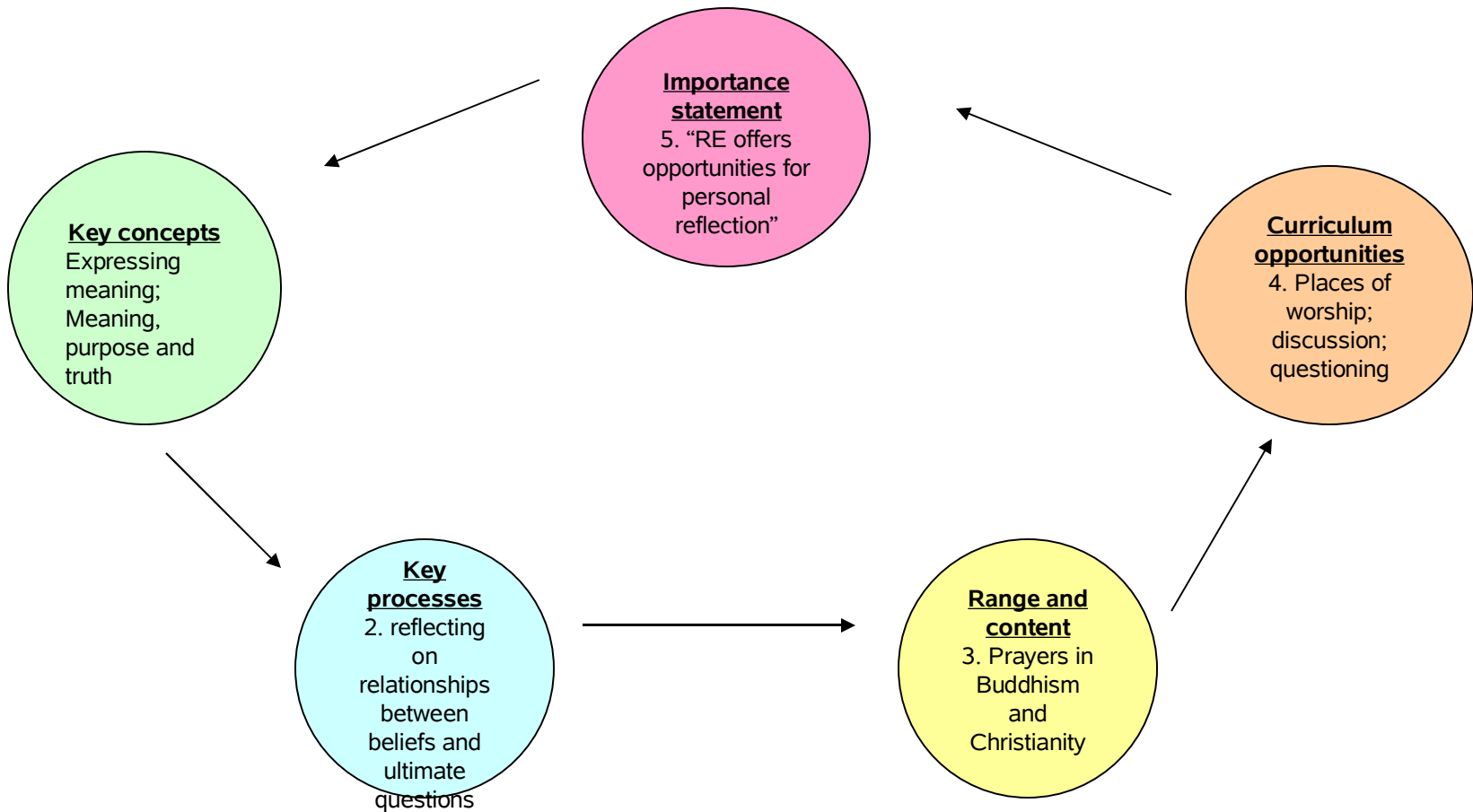


Starting to plan: Model 1: key concepts



A curriculum based around key concepts

Example for Model 1: RE



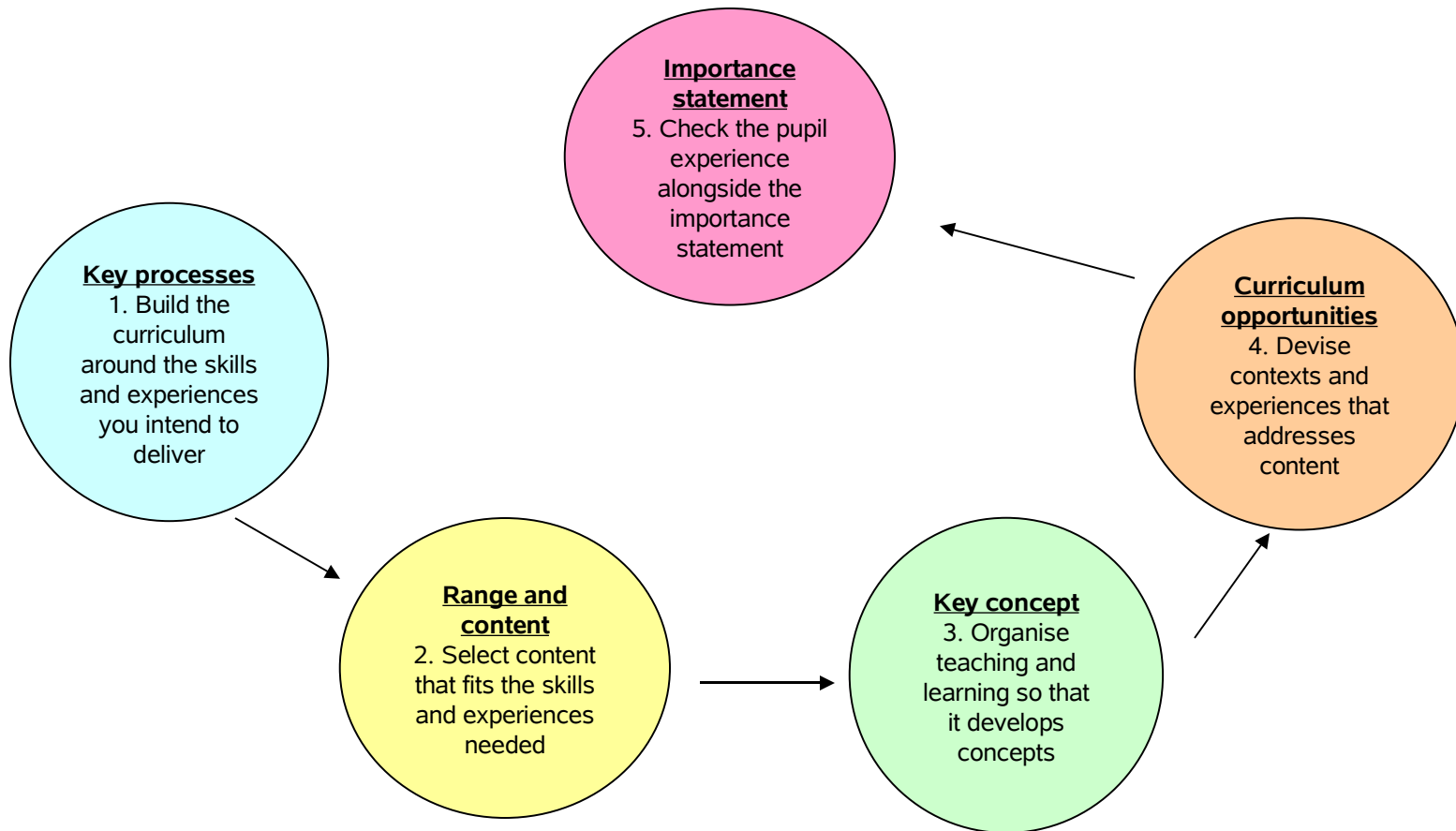
A focus on meaning, purpose and truth

A school/department might use model 1 when it...

(for example ...)

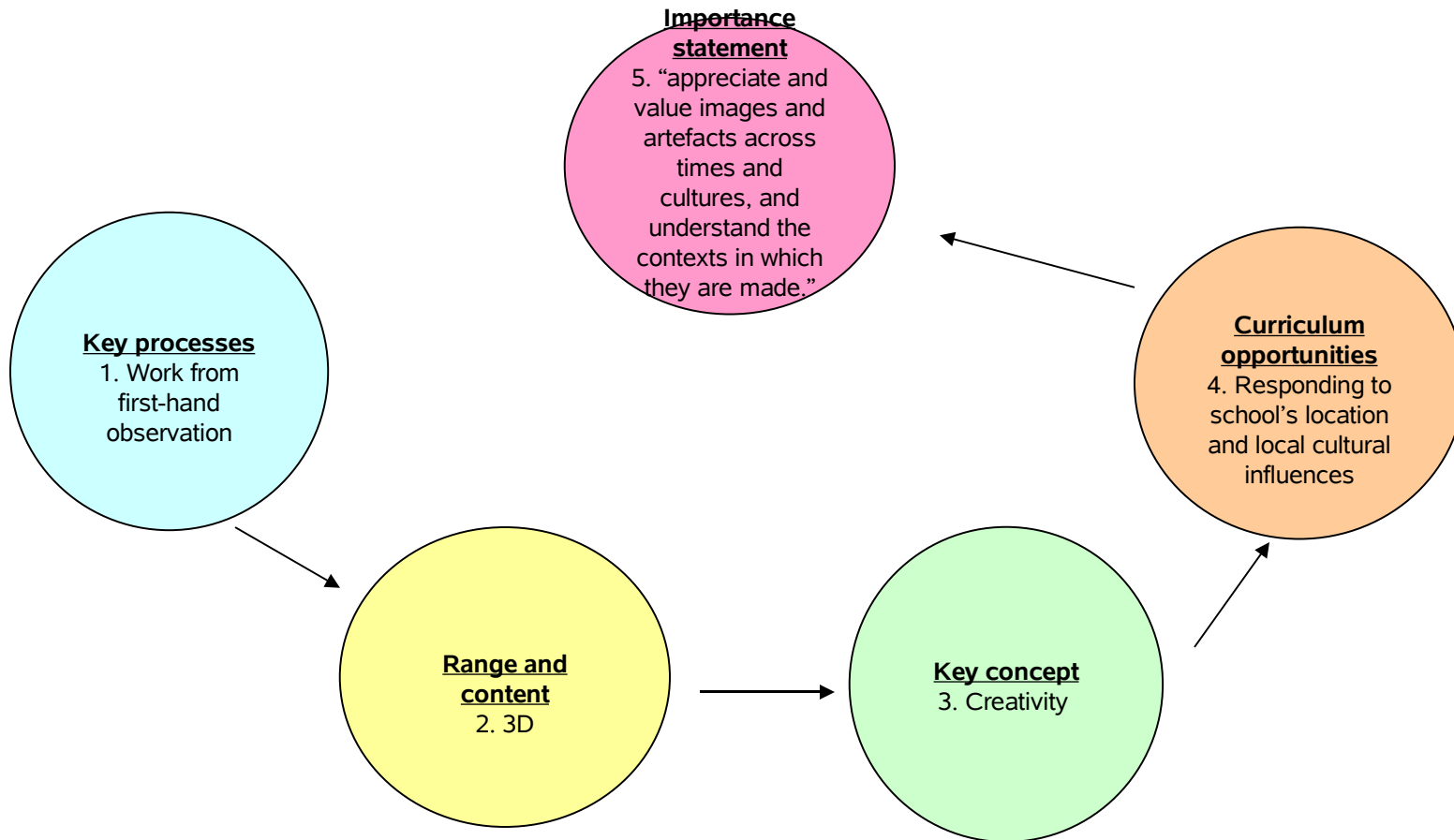
- sees a need to shift teaching from content-led to concept-led
- wants to increase learner skills of independent thinking and critical reflection
- Decides to enhance the challenge, creativity and motivation of learners
- sets out to ensure stronger progression within and beyond key stages

Starting to plan: Model 2: key processes



A curriculum based on deliverable skills

Example for Model 2: Art & Design



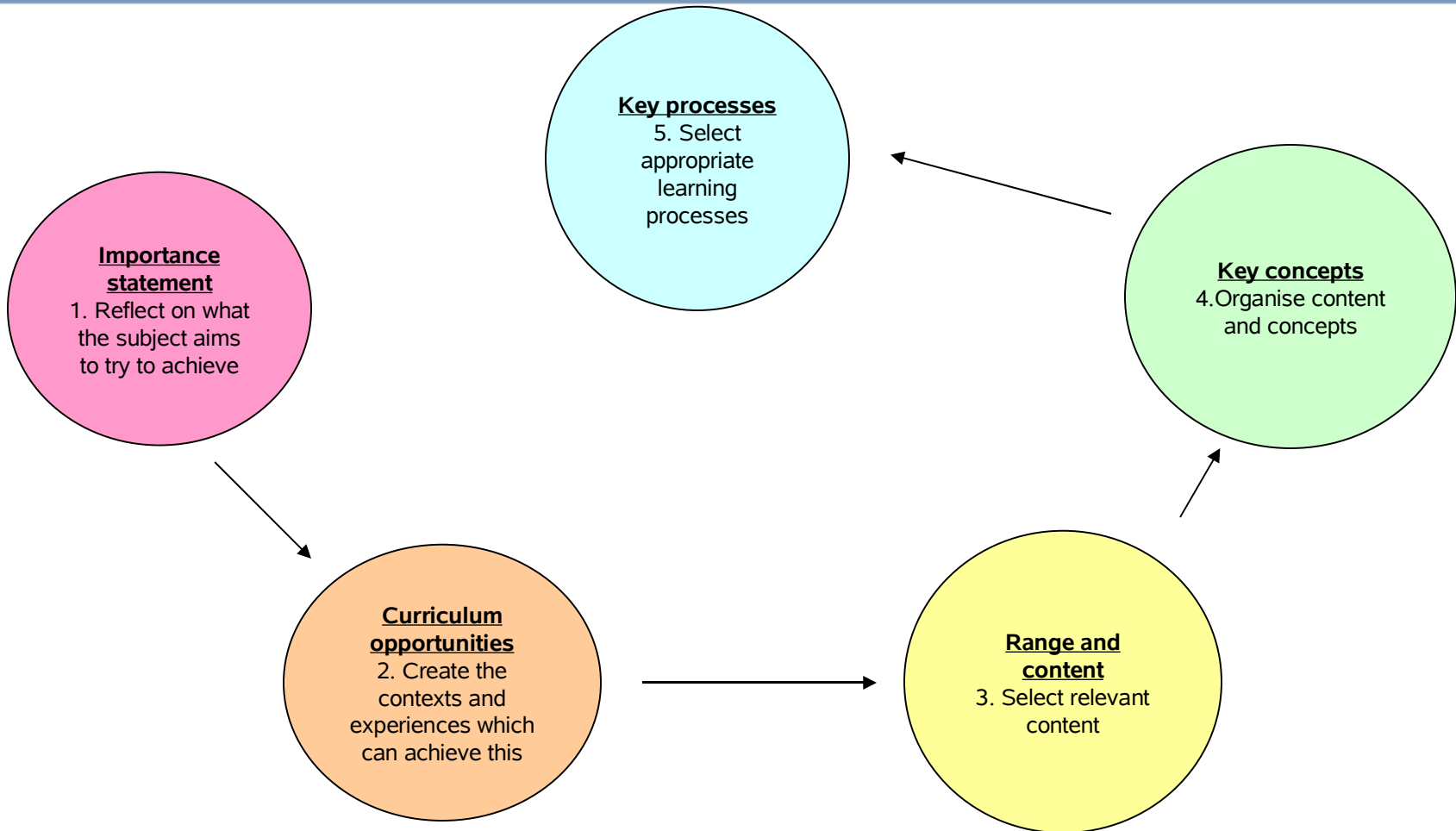
A curriculum based on deliverable skills

A school/department might use model 2 when it ...

(for example ...)

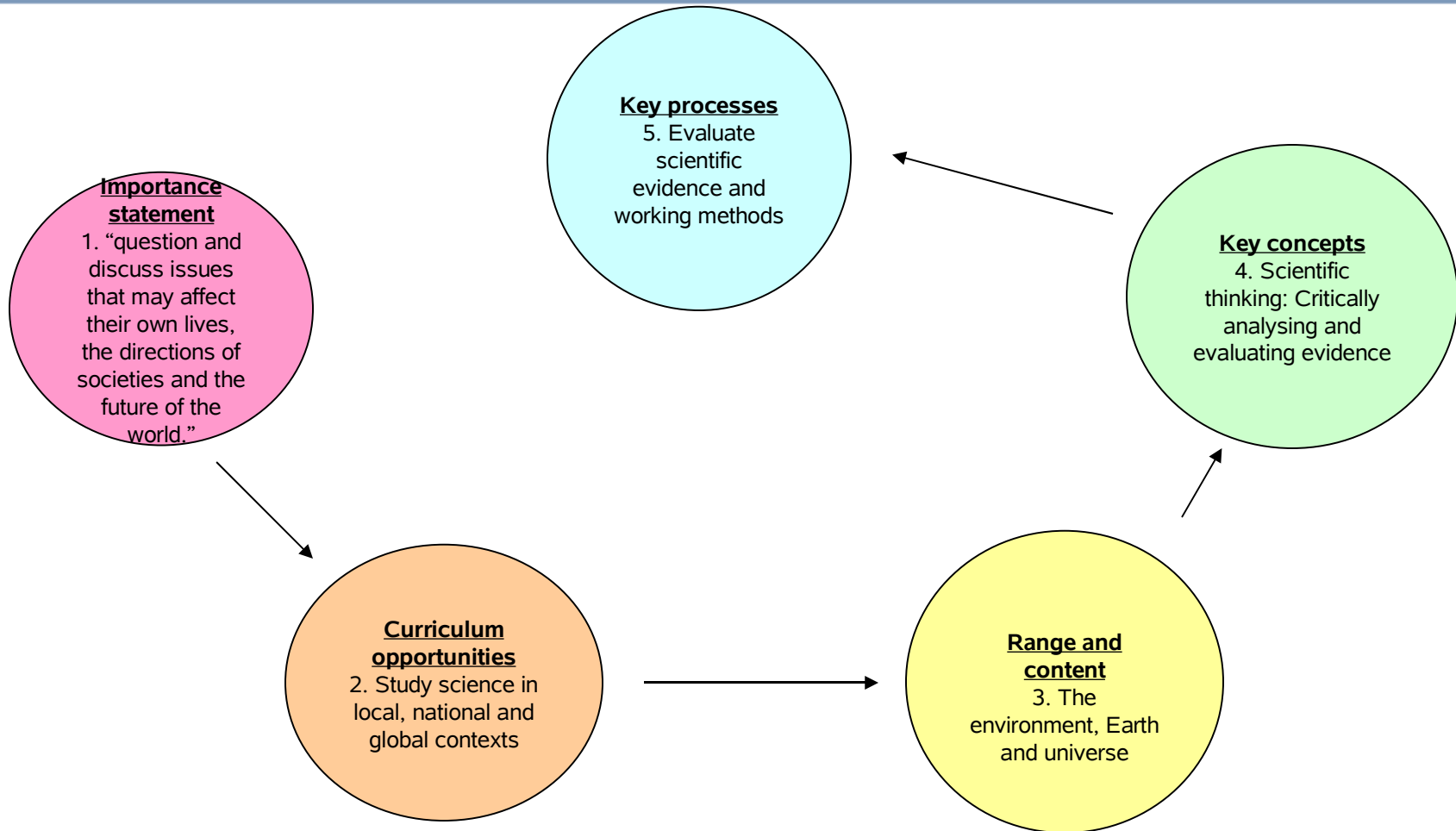
- intends to focus more systematically on developing skills
- use skills to create connections within and between subjects
- identifies a need to make teaching approaches more interactive and diverse
- decides to use the routines and learning experiences of a particular key stage or year group to reinforce learning across subjects

Starting to plan: Model 3: importance statement



A curriculum promoting personal development and social cohesion

Example for Model 3: Science



A curriculum promoting personal development and social cohesion

A school/department might use model 3 when it ...

(for example ...)

- wishes to place its teaching and learning into a wider social, cultural, economic or environmental dimension
- decides to emphasise values and promote *Every Child Matters*
- wishes to create stronger connections between the aims of the curriculum and the contribution of subjects
- intends to improve, diversify or enrich the contexts for learning
- needs to move forward from challenging circumstances



Qualifications and
Curriculum Authority

4. Final key messages

Timeline: next steps

- 30 April 2007 - consultation ends
- 5 June 2007 - final proposals
- 1 September 2007 – new curriculum on-line and training begins
- 1 September 2008 – implementation for year 7
- May 2011 – first assessments on new level descriptions

Potential of the new curriculum

The new curriculum enables schools to:

- Inspire and challenge all learners
- Personalise learning, building on young people's interests and enthusiasms
- Offer a coherent curriculum
- Diversify learning experiences, content and contexts
- Promote community cohesion and understanding about living together

Curriculum website

- A web-based tool to review and refresh the whole curriculum
 - organising the curriculum (personalisation, T&L, assessment)
 - ‘Curriculum lenses’ or perspectives (aims, personal development, skills)
 - ‘dimensions’ that link areas of learning (eg global, enterprise, cultural understanding and diversity, creativity)
 - Subjects (revised PoS and level descriptions, case studies)

www.qca.org.uk/secondarycurriculumreview