

Report of the Subject Association Working Group consultation seminar with the Qualifications and Curriculum Authority

Hemingford Grey, 20-21 November 2006

Written by Margaret Roberts

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Introduction

This seminar was convened by SAWG (see Appendix 1, 2) at the request of QCA in order to provide a subject specialist perspective on proposed KS3 Reforms. SAWG members are grateful to QCA for providing funds to enable this opportunity to be grasped. All participants gained from being able to spend extensive time, together, in deliberation and are now in a stronger position to offer advice and guidance to their own subject communities. At the same time, it is hoped that the contents of this report will provide a useful reference point and contribution to the consultation

The specific purposes of the consultation seminar were:

- To examine the draft revised Programmes of Study for the KS3 National Curriculum (as presented in mid-November 2006) from the point of view of overall curriculum purposes and coherence.
- To examine the role of subjects within the curriculum and
- To provide advice to DfES, QCA and other bodies

The participants (see Appendix 1) included one representative from each subject (apart from citizenship, music and ICT). The data for this report were collected from the preliminary papers, presentations, questions and discussions (see seminar programme in Appendix 2).

The report starts by outlining aspects of the bigger picture - the educational context in which the key stage 3 changes are taking place. It then presents the key points made and issues raised during the seminar related to the revised Programmes of Study, their implementation and the role of subjects in the context of the school curriculum. Finally, it summarises the key messages to the QCA, Subject Associations, the DfES and other groups. It is recognised that the Programmes of Study being discussed were in the process of revision and re-drafting prior to ministerial approval and that the PoS discussed would not be the PoS presented for consultation.

The Context of Change: The big picture

The presentations from QCA and DfES provided a broad educational context for the seminar, giving emphasis to the need to consider the 'big picture' of curriculum thinking and change. Three questions were identified as being central:

- What are we trying to achieve?
- How should learning be organised?
- How well are we achieving our aims?

The following aspects of the big picture were emphasised:

The needs of the learner

We need to understand the KS3 curriculum from the learners' perspectives. Evidence shows that pupils have high expectations when they enter Y7, but these are not always realised. International research suggests a widespread dip in motivation at the equivalent of Y8.

We need to make the KS3 curriculum purposeful, interesting, stimulating, motivating and relevant to the pupils. Pupils need to make sense and to make links and not think of the curriculum as 'just one thing after another'.

The wider context of change

The KS3 review should be seen as 'part of the most significant set of reforms to education for 20 years' (Tessa Griffiths, DfES). KS3 needs to take account of, and provide a foundation for, the 14-19 curriculum which in itself is undergoing a period of substantial change. It was also suggested that the KS3 period was a 'bridge' between primary education and the more specialist choices available post 14 – an idea that was endorsed by the group. This has implications, for example on the dimensions of KS3 – the apparent rising popularity of a two year key stage ran counter to the notion of the need to carefully induct young people into specialist study.

Curriculum thinking affecting the whole curriculum

Many ways of thinking about the curriculum are relevant and applicable to all subjects:

Aims

The revised PoS aims (successful learners, confident individuals and responsible citizens) are common to all subjects

Lenses

Through which the curriculum could be examined. Aims, skills and personal development were identified as 'lenses'

Dimensions

Which could be embedded in all subjects e.g. sustainability, diversity, learning outside the classroom

Areas of learning

Ethical, cultural, physical and health, spiritual, creative and aesthetic, environmental, international, scientific and technological, employability and enterprise, human and social. (Further categories used for thinking about education can be found in Appendix 3)

The time-table of changes at KS3

- The KS3 review is part of a process which sets out to establish a curriculum framework to last well into the twenty-first century.
- The proposed KS3 Programmes of Study would be available in early February 2007
- There would be a period of on-line consultation from February until April 2007
- The revised KS3 Programmes of Study would be available for September 2007
- The implementation of the revised KS3 PoS would start in September 2008
- The first reporting of levels at the end of the revised KS3 would be in 2111.

The continued role of subjects in the curriculum

- The subject structure of the KS3 curriculum would remain unchanged, ('subjects should retain their integrity.' - Tessa Griffiths, DfES)

- The contribution of subjects to the ‘big picture’ could be examined through a set of ‘lenses’: focusing on aims; skills and personal development¹
- Important dimensions of education, e.g. taking diversity into account, should be embedded in the subjects, (‘if diversity is to be addressed, it has to be through the subjects’ - Keith Ajegbo, DFES).

It is important for the pupils to understand the justification for subjects.

The KS3 Programmes of Study: Key points

It should be noted that the key points made below were made in reference to the draft PoS available in mid-November and not to the PoS sent out for consultation.

The structure of the PoS documents

There was a broad welcome for the common format of the Programmes of Study which provided a framework for ‘broad brush planning’. (Appendix 4 shows an example of a framework used in history)

Aims and importance statement

It was agreed that it was very useful to have statements of intent: everyone welcomed the aimed curriculum (and the aims as stated) and for the importance statements. Two anecdotes showed that the aims and importance of subjects were not always evident to pupils. One pupil wondered ‘why they don’t tell us’ why he was studying a subject. Another pupil had dropped a subject ‘because she could not see the point’. The important statements were thought to be useful for teachers to adapt and use for a wide variety of audiences including pupils, parents, senior management and the wider subject community. The term ‘importance’ was questioned and it was suggested that ‘significance’ might be preferable. It is easy to see the ‘importance’ of all manner of subjects, but what is more interesting is their significance in terms of the contribution they make to the relevant, worthwhile and enjoyable education of 11-14 year olds.

Derek Bell (ASE) analysed the reasons given for the importance of subjects in their statements. The table below shows the most frequent and the least frequent reasons used, and provoked discussion mainly on why some reasons are avoided or muted in comparison with others. We should not be coy about pupils ‘learning about’ subject matters!

Most frequent reasons given for subject’s importance	Least frequent reasons given for subject’s importance
Cultural contribution	Physical well-being
Critical and reflective thinking	Learn about
Active role in society	Innovation
Creativity and imagination	Making judgements
Self esteem and confidence	Teamwork
Understanding the world	Problem solving

Concepts

The use of concepts (‘the big ideas’) to frame the curriculum was welcomed by all. Some subjects, e.g. history were more familiar with this approach than others, e.g. geography. There

¹ It is noted that many subject specialists understand their *subjects* to be a ‘lens’ through which to make sense of (aspects of) the world. The metaphor needs to be used with great care.

were some concerns about the choice of concepts in particular subjects: about 'competence' in the English PoS and implicit notions of functional literacy; concern that the exemplification of concepts in the mathematics PoS should be relevant to all levels of achievement; that there could be a contradiction between emphasis on chronology in the history PoS and the opportunities to develop a more thematic curriculum. There was also concern about the unevenness between subjects in what was identified as a 'concept' and the implied differences of meaning of the term 'concept'.

Key processes

It was thought that the processes listed were helpful and might encourage teachers to engage pupils in more independent thought.

Range and content

Reduced prescription and greater flexibility were welcomed. This part of the PoS, however, raised most issues.

- There were big differences between subjects in the amount of content listed. It was felt by some that this unevenness may impede the overall legibility of the curriculum.
- It was perhaps noticeable that some subjects had shed more content than others. Some had fewer concepts than others. There may be unintended consequences to flow from this, in terms of how schools interpret whole curriculum breadth and balance. Less stated content does not imply less curriculum time required: there needs to be the utmost clarity about this to schools.
- Slimming down by giving choice of 2-3 options in D&T and PE was not welcomed.
- It was not clear in English what was and was not statutory. Was the detailed list of authors simply exemplification? Many English teachers would prefer to make their own professional choices of literature influenced by the contexts within which they were working.
- There was concern that the reduced prescription could encourage 'curriculum vandalism' by being used as an argument for reducing the time given to the subjects during KS3 instead of the increased flexibility being seen as an opportunity to develop the curriculum.

Opportunities

All welcomed the encouragement given to teachers in this section of the PoS to think creatively within and between subjects, to develop work outside the classroom, and to consider collapsed timetable days. The exemplification of this section could provide examples and advice about inter-disciplinary opportunities for subjects to pull threads together in ways that made sense. One example of such work was provided by two history teachers, who through their school's Teaching and Learning group, had collaborated with the English department on the use of war literature. Another example was given of an art department working with citizenship teachers on the theme of remembrance.

Wider Issues: Key points

Assessment

Everyone had some concerns related to assessment. Present Level Descriptions did not relate to the revised PoS; this was a particular problem in maths and science where the current PoS

content appeared in the level descriptions. MFL had developed a languages ladder of progress that could be related to the new PoS. There was concern that the assessment levels were not being revised as yet, even though it is recognised that this would have ramifications for KS1&2.

There were many comments on the impact that National Curriculum Assessments had in Year 9, as the 'pressure to deliver results' was very strong. It was said that teachers 'taught to the test' and that this led to 'dry teaching'. One person described the tests as 'meaningless for both teachers and pupils'. An example of National Curriculum Assessment hindering interdisciplinary curriculum planning was between history and English; in the case quoted, work could not take place until after the KS3 Assessment, and this was regarded as a commonplace issue.

The KS3 tests and the status attached to league tables were thought to have a negative effect on all subjects in the curriculum. It was noted that Wales had adopted a different approach to assessment. In the context of KS3 Review, it was agreed unanimously that if on the one hand schools were being exhorted to be flexible and creative and on the other the demands of high status testing remained (or even increased) then the latter will negate the former in all but a few schools. The message will be a confused one. It is more difficult for local curriculum innovation to flower if it is conditioned by external tests.

The national frameworks

In English, maths and science, the National Frameworks had taken priority in teachers' minds over the national curriculum. The Modern Foreign Languages National Framework included a Language Learning Ladder which informed the curriculum. There needed to be some clarification about the relationship between the national frameworks and the revised PoS.

Progression

All were concerned with issues of continuity and coherence in their subjects. KS2 remained unchanged so there was deep concern about progression from KS2 to KS3 and about liaison with primary schools. There were issues for MFL related to the introduction of MFL into primary schools.

There was also concern about progression to KS4 and the implications for KS3 PoS, in view of, for example: entitlement to triple science at KS4: changes in the KS4 science curriculum already under way; changes in all GCSE subject specifications and in particular the introduction of new diplomas and functional skills tests.

During discussion the 'role' of KS3 merged as a significant question (as mentioned previously). There is a significant opportunity to re-assert the importance of KS3 as a foundation and preparation – and a bridge towards – the options emerging at KS4. There needs to be some clear messages about the implications of this for KS3 – broad and balanced, appropriate challenge, stimulation and excitement, conceptual development, appreciation of subject cultures (and ways of thinking). There was anxiety about the possibility of truncated KS3 programmes NOT providing sufficient opportunity to develop pupils' capacities in these ways. KS3 must not be seen as some kind of an obstacle to be got through as quickly as possible.

Religious Education

The position of RE in relation to the KS3 review was different from the core and foundation subjects and raised particular issues. RE is not a foundation subject but is statutorily part of the basic curriculum. The QCA had published a non-statutory framework for RE in 2004 and this provided a structure for different locally agreed syllabuses. The RE community welcomed their involvement in the KS3 review but had the following concerns:

Would RE be included in the advice and guidance related to KS3?

How can RE be coherent nationally at KS3?

Would a national KS3 PoS detract teachers from the locally agreed syllabuses?

PSHE

The position of PSHE was different from the core and foundation subjects, and from RE. At present it is part of the non-statutory national framework, although there are expectations from government that schools will implement many aspects of its framework, some aspects of which are related to current initiatives and priorities, e.g. The National Healthy Schools Standards. PSHE contributed to the common aims listed in all PoS e.g. to produce confident individuals who lead safe, healthy life styles. PSHE would like to have a PoS set out like those of other subjects and would welcome opportunities for inter-disciplinary links.

Values

It was noted that values education was not well developed in the PoS. It was thought to be important that pupils should become critically literate and able to understand different viewpoints. There are aspects of education particularly encouraged in the curriculum by the humanities subjects, RE and English.

Implementation: Key points

Implications of reduced content and less prescription on KS3

The less prescriptive PoS were welcomed. It was thought that they gave teachers more opportunity to be creatively involved in 'curriculum making' (Appendix 6), to develop work in more depth, to develop work outside the classroom, to work with colleagues in other subjects, etc. Time was needed to develop practical work and applied knowledge. It needed to be clear, however, to senior management what the new freedoms and flexibilities mean. Many were concerned that the apparent reduction in content would lead to a reduction in time allocated to subjects, particularly those which did not have KS3 National Curriculum Assessments. It was felt that the humanities and creative subjects were most at risk of losing time, but that these subjects were an essential part of a broad curriculum. It was feared that priority might be given to a more utilitarian curriculum emphasising functional skills. There was concern about some schools considering addressing the KS3 PoS in two years. Although this appears to be growing in popularity, what schools will do with the 'extra year' is far from clear. It is unclear what exactly the educational benefits of a 2 year KS3 would be.

The need for CPD

Redeveloping professional expertise

The relatively prescriptive PoS and national subject frameworks, currently in use, have not encouraged most teachers to develop as 'curriculum makers'. The new, more flexible PoS

provide many opportunities for developing a stimulating curriculum, but there may be a need to restore the confidence of teachers in their capacity to be curriculum makers, to enable them to break free of more mechanistic approaches to curriculum planning and 'delivery', and to take risks. Teachers would need support in planning for, and implementing, the new PoS and the needs would be greater for those in weaker departments and for non-specialist teachers. Teachers also need to be encouraged to engage with their subjects and become artists, writers, geographers, etc themselves and to be involved in the practice as well as the teaching of their subject specialism.

What is needed

Because the Programmes of Study had been slimmed down, with less prescription, there was a greater need for exemplification. It was important to learn lessons from previous CPD experiences. Some felt that previous 'massive investment' had had little impact. It was thought that one-off CPD was not successful and that support for KS3 would need to be on-going rather than 'big bang'. It was thought that the concept and processes led Programmes of Study required subject specific rather than generic CPD, partly because of the need for subject practitioners to be abundantly clear about their specialist contribution to the whole curriculum experience. Subject leaders need to possess a 'synoptic capacity' for their subject. The cascade model of training was generally considered to be unsuccessful, if it proceeds without a significant element of localised, bottom up creativity in curriculum development.

Provision of CPD

The subject associations and communities, through their expertise and their networks, had the potential to support CPD but they had limited funds. Some are in a strong position to spearhead subject focussed support for teachers. All could achieve more if more teachers joined subject associations; it will be helpful when DfES encouragement to teachers to join subject associations becomes more prominent in 2007.

Access to CPD

There was concern about whether teachers would be given access to the CPD they needed. Head teachers were often reluctant to let teachers out of school and, given the extent of curriculum change, there were likely to be very high demands for CPD to support teachers implement changes across the 11-19 curriculum and meet the demands of the new agendas. Additional school closure days were suggested to enable teachers to focus on KS3 changes. It is noted that the 'window' available for secondary departments to focus fully on KS3 developments will be fleeting, as concerns about GCSE and A level will inevitably take precedence in schools. It will be helpful for schools to be able to programme a KS3 closure day in 2007 in order to begin to set out the framework for change.

The timing of the revision of KS3 Programmes of Study

The revised PoS for KS3 were being introduced during the same period as a number of other major changes to the 11-19 curriculum including:

- Changes in GCSE specifications
- Changes in A Level specifications
- The introduction of Secondary Diplomas
- The Functional Skills initiative

There was concern about the amount of change during the same period and how this might impact on the introduction of the new PoS for KS3. There were issues related to:

- The identification of whole school priorities by Senior management
- The relative priority given by departments to preparing for changes at KS3 to Post-16.
- The time teachers had available to develop the curriculum at KS3
- Teachers feeling overwhelmed with the amount of change (there were anecdotes of teachers planning to take early retirement before all the changes were implemented)
- The allocation of time for CPD for new initiatives by senior management of schools.

The availability of ICT

It was noted that the provision of ICT was insufficient at present in many schools to support the needs of all subjects. Many schools will need additional resources to expand their provision of ICT to enable all subjects to use its potential at KS3.

The Role of Subjects in the Curriculum: Key points

'Subjects are not great vats of 'knowledge content' to be 'delivered' by teachers; they are the means for making an enormous range of information comprehensible by selecting and organising it into meaningful categories and using the expertise of scholars and teachers to differentiate the significant from the insignificant' (David Lambert, TES Nov, 2006).

- Subjects introduce pupils to different ways of thinking, different ways of seeing and understanding the world, through their organising concepts and through their focus.
- Skills cannot be developed in isolation from specific contexts. It was thought that subjects provide a coherent context for the development of skills.
- Subject teachers have expertise in, and enthusiasm for, their subjects and are able to draw on this subject knowledge and what pupils bring to the classroom to create meaningful learning experiences.
- Many pupils also have subject enthusiasms and in KS3 often have a considerable thirst for knowledge – and an exceptional ability to learn.

Key Messages

Messages for QCA

The overall structure of the PoS was welcomed.

The importance statement can be used to increase understanding of the value of subjects across audiences: pupils; senior management; parents; and non-specialists. The structure of concepts, skills and range provides a good framework for developing schemes of work.

Subject specialism is crucial

It is important to understand the way subjects work and the significance of subject perspectives. This needs to be developed with pupils, not delivered to them (the latter being the current dominant metaphor for the process of education) Such development takes time.

Subject associations and their communities have a key role

Because of the erosion of subject officers at QCA there is a need to work consistently with the subject communities to ensure maximum coherence in subjects across key stages (KS2 – KS3 – KS4) and to benefit from their expertise and networks. Could the QCA website provide links to subject association websites?

Exemplar materials need to be provided

There is a need for exemplar materials fit for purpose for: experienced competent teachers; for non-specialist teachers teaching the subject; and for inter-disciplinary curriculum development. There needs to be capacity-building at all levels, with curriculum making understood to be the responsibility of every teacher.

Communicate with other groups

Ensure that there is communication about the big picture of the curriculum, and about the role of subjects within this, with a range of groups including: Senior Management of schools; Local Authorities; TDA; HEIs; CBI; Awarding Bodies and relevant national organisations (see list below). This communication should take place now.

There was strong support for the retention of a three-year KS3

To provide breadth and balance, to implement a concept and processes led curriculum successfully and to provide opportunity for deeper studies within and beyond the classroom. Reduced prescription is not the same as freeing up, or worse reducing, time.

Messages for Subject Associations

Communication

Start communicating with members and others now about the revised KS3: through: website (open and members' only areas); journals; and emails. This will be an on-going process.

Support

Provide support for teachers, to help them understand and implement the changes, through: websites; journals; publications and CPD.

Development

There needs to be capacity building for curriculum leadership at all levels with curriculum making seen as the responsibility of all teachers. Develop exemplars and models of good practice to encourage curriculum. Discuss publications and resources with publishers.

Inter-disciplinary curriculum development

Develop exemplars of curriculum making between subjects. Examples of good practice mentioned at the meeting included curriculum development involving: art and citizenship; geography and science; history and English.

Subject liaison officers

If a subject liaison officer could be appointed, what would be their role in supporting developments within and between subjects?

Messages for DfES

Subject associations have a central role in relation to the revised KS3 at every stage

Planning, training; resources; resources for training teachers and for teacher trainers. It would be valuable for the DfES to expand its links with subject associations. Funding one person full time per subject would provide subject associations with the opportunity to provide support and development for teachers within the subject and for inter-disciplinary work. Dedicated time would enable significant progress to be made. This work could be described in the form of a one-year fixed term project shared among subject associations (perhaps 'managed' or monitored by SAWG).

Encourage teachers to join subject associations

This would increase the funding available to subject associations through their subscriptions and enable them to provide curriculum support for more teachers.

The relationship between curriculum and assessment needs to be reviewed

It is important that high stakes testing does not distort the curriculum or reduce the opportunities available for creative curriculum making and the development of motivating and challenging courses. There was widespread concern about the backwash of National Curriculum Assessments and league tables on classroom activities and on the provision of a broad and balanced curriculum.

There is a need for widespread CPD at all levels

To enable subject teachers to develop a concept and processes led KS3 curriculum, there is a need for subject specific CPD; generic CPD should be avoided. There should be an emphasis on curriculum making. There was a widespread feeling that the cascade model did not work well. CPD would need time off timetable. Could this be available through protected time or extra days for teachers?

There was strong support for the retention of a three-year KS3

To provide breadth and balance, to implement a concept and processes led curriculum successfully and to provide opportunity for deeper studies within and beyond the classroom. Reduced prescription is not the same as freeing up time.

The relationship between the National Strategy and the revised KS3 needs to be reviewed and clarified
In some subjects the National Strategy Frameworks have taken priority over the National Curriculum.

Other groups that need to be informed and involved

Information about the revised KS3 and its implications for the whole curriculum and for CPD needs to be communicated as soon as possible to a wide range of groups including:

- Senior management of schools
- Local Authorities
- Institutions of Higher Education (relevant academic departments, and ITT)
- Training and Development Agency for Schools
- National Centre for Excellence in the Teaching of Mathematics

- National Science Learning Centre
- National Strategy Team
- Specialist Schools and Academies Trust
- The wider academic community

Messages for other groups (Senior management, Local Authorities, TDA, HEIs etc.)
The role of subjects at KS3 within the big picture of curriculum change needs to be clearly understood. Subject-specific CPD is essential.

APPENDICES

Appendix 1: Participants in the SAWG/QCA KS3 Review Meeting

From the QCA: John Crookes, Sue Horner

From the DfES: Keith Ajegbo, Tessa Griffiths, Seema Sharma

From the subject associations:

David Jones	Art and Design
Richard Green	Design and Technology
Simon Gibbons	English
David Lambert	Geography
Alf Wilkinson	History
Mary Ledwick & Alison Parish	Mathematics
Linda Parker [Kathy Wicksteed on day 2]	Modern Foreign Languages
Jan Campbell	PHSE
John Matthews	Physical Education
Rosemary Rivett	Religious Education
Derek Bell	Science

Recorder/report writer:

Margaret Roberts

Geographical Association

Appendix 2: Seminar goals and preparation

Goals

To examine the draft revised Programmes of Study for the KS3 National Curriculum, particularly from the point of view of overall curriculum coherence and fitness for purpose.

The seminar will examine the role of subjects within the proposed curriculum framework.

The seminar will also provide advice on communication, support and development that will assist subject teachers implementing the revised programmes of study.

Location

Hemingford Grey House, Hemingford Grey, Huntingdon, Cambs PE28 9DF

Tel: 01480 465016 Fax: 01480 494463

www.hemingford-grey-house.co.uk has full details, including how to get there

Preparation

The nominated person from each subject association is asked to come with a one page of A4 review of the proposed Programme of Study (PoS) for their subject. This will probably take the form of bullet points. There will be opportunity to enlarge on this in the 'open mic' discussion. The review should focus on major issues from the perspective of the subject in the curriculum, and how it has been articulated. Participants are asked to avoid getting into detailed matters of subject content.

We hope to send you the PoS for all subjects, to give you the opportunity to 'look across' the subjects, in the context of the proposed 'big picture'. Some guiding review questions are, for example:

- Within subject
- Will KS3 teachers understand what is being proposed?
- Are the proposals up-to-date, robust, inspiring?
- Is there sufficient guidance for school based
- Across subjects
- Is there sufficient and appropriate consistency across subjects – e.g. in the way they are presented?
- How will/may schools interpret what is being proposed?

Output

A Report, authored by a consultant and 'signed off' by the SAWG, will be presented to QCA on or before 15 December 2006. Twenty-five print copies of the report will be made. It is hoped that the members of SAWG and participants in the seminar will also publish this report on their respective websites (and possibly the new 'subjects association' website to be launched January 2007). The intention would be for this Report and its appendices to become a CPD resource (or at least reference point) for subject associations to incorporate into their own conferences, inset activities and meetings.

Appendix 3: Programme
Monday 20 November 2006

10.30 Arrival and coffee

10.45 – 11.00 Introduction (David Lambert and John Crookes)

11.00 – 11.30 The Review Process – update and looking ahead (Sue Horner)

11.30 – 13.00 'Changing Subjects' ('Open mic' session. Chair: Linda Parker)
Participants asked to come with one side of A4 bullet points – main issues and comments in relation to the draft revised PoS in their particular subject

14.00 – 15.30 'The Role of Subjects' (Derek Bell)
Activity and discussion to clarify the positive role of subjects in the proposed curriculum framework

15.30 – 16.00 Tea

16.00 – 17.30 'Making Sense of a Programme of Study' (Alf Wilkinson)
Teacher eye view of what to make of the draft revised PoS – to stimulate wider discussion of practical implications

19.00 Dinner, informal networking

Tuesday 21 November 2006

Chaired by David Lambert

9.00 – 10.00 Reflections on the previous day: diversity and inclusion (Keith Ajegbo, Seema Sharma)

10.00 – 10.40 Update from DfES on plans for KS3 Review implementation (Tessa Griffiths)

10.40 – 11.20 'Subject Leadership and Curriculum Making' (David Lambert)

11.20 - 11.30 Coffee

11.30 – 12.30 Identifying issues and matters of concern (Richard Green)
First attempt to distil the main issues and matters that we think important for QCA - and subject communities - to be aware of

12.30 - 13.30 Lunch

13.30 – 14.30 Identifying issues and matters of concern (2)
Attempt to share some priorities and potential actions

14.00 – 15.00 Plenary and Next steps and Concluding remarks (Derek Bell)

Appendix 4: The Role of Subjects: Presentation and questions for discussion

Derek Bell: Association for Science

The 'new' Programmes of Study have some similarities with areas of learning and experience, elements of learning in the Curriculum 5-16 (HMI, 1987?). Three aspects are essential issues, areas of learning and experience and elements of learning:

1. Essential issues

- Environmental education
- Health education
- Information technology
- Political education
- Education for economic understanding
- Careers opportunities
- Equal opportunities (gender/ethnicity)

2. Areas of learning and experience

- Aesthetic and creative
- Human and social
- Linguistic and literary
- Mathematical
- Moral
- Physical
- Scientific
- Spiritual
- Technological

3. Elements of learning

- Knowledge
- Concepts
- Skills
- Attitudes

- Characteristics of the curriculum: Breadth, Balance, Relevance, Differentiation, Progression and continuity.
- Subjects were described as vehicles for learning: Knowledge and understanding, Skill development, Cultural understanding, Economic well-being.

Are there too many subjects in the curriculum?

What are the common contributions?

What are the unique contributions?

What opportunities are there for interdisciplinary/cross-curricular/extra-curricular initiatives?

What are the key messages to QCA if the benefits of subjects are to be maximised at KS3?

(Subjects are not being got rid of they are central to the curriculum (QCA))

Where are the very specific interdisciplinary aspects?

The distorting effect of performance tables causes significant pressures and problems

The list of subjects and themes cannot go on being added to indefinitely
How far are current schemes of work consistent with the proposed programmes of study?
What can we retain?
What concepts, processes or themes need to be developed?
What new opportunities do the proposed Programmes of Study present or encourage?
What will help weaker departments to strengthen themselves?

Appendix 5: Curriculum making

Curriculum making is the term we use to denote the practical, creative act of interpreting a curriculum specification (such as a national curriculum 'programme of study'), and using it as the framework for designing a coherent scheme of work.

The scheme of work, which is a series of medium term plans, then need resourcing and activating into lesson experiences. Finally, the curriculum is made in the classroom, and is manifest through the productive relationships and dialogue between teachers and students, and the subject.

Like painting the Forth Bridge, this a job that really never ends. Unlike painting the Forth Bridge, curriculum making is not just maintenance. It is a creative act that lies at the heart of good teaching. Curriculum making heightens the enjoyment in teaching

Through curriculum making we decide on:

- the purpose of the intended learning
- the criteria for selecting the content we teach
- how to 'chunk' and organise the teaching
- the resources to use
- the learning activities
- how to monitor and assess the learning.

These are the ingredients of the curriculum making process. Teachers make it happen in the classroom drawing from their knowledge of:

- teaching approaches and specific teaching techniques
- students and how they learn
- the subject, and what it is for.

Appendix 6: An example of curriculum planning in history

(Extracts from a PowerPoint presentation by Geraint Jones and James Woodcock, Cottenham Village College, Cambridgeshire)

Starting point

How far are our current schemes of work consistent with the proposed programme of study?

What can we retain?

What concepts, processes or themes need to be developed?

What new opportunities does the proposed programme of study present or encourage?

Relating the proposed concepts and processes to the current enquiries: Two examples

SAWG / QCA KS3 Review: History A teacher's perspective		
<i>Proposed concepts</i>	Our current enquiries	<i>Proposed processes</i>
Chronology Diversity Change and continuity Causation Significance Interpretations	YEAR 7 (1066-1500) Who can tell us most about life in medieval England? Why did William win the Battle of Hastings? What did the English think when William took control? How was the power of medieval monarchs challenged? What was remarkable about the Renaissance?	Historical enquiry Evidence Communication about the past
Range and Content: Medieval; Early Modern; Industrial; Twentieth Century		
(1) Changing political power (2) Peoples of British Isles (3) Movement and settlement of peoples (4) Empire (5) Men, women and children (6) Ideas, beliefs and attitudes (7) Conflict		
Geraint Brown and James Woodcock Cottenham Village College, Cambridgeshire (11-16 comprehensive)		

SAWG / QCA KS3 Review: History A teacher's perspective		
<i>Proposed concepts</i>	Our current enquiries	<i>Proposed processes</i>
Chronology Diversity Change and continuity Causation Significance Interpretations	YEAR 9 (World Study after 1900) Did 2 bullets lead to 20 million deaths? How much can the experiences of local people tell us about the significance of WWI? Who can tell us most about whether life on the Western Front was only 'mud, blood and misery'?	Historical enquiry Evidence Communication about the past
Range and Content: Medieval; Early Modern; Industrial; Twentieth Century		
(1) Changing political power (2) Peoples of British Isles (3) Movement and settlement of peoples (4) Empire (5) Men, women and children (6) Ideas, beliefs and attitudes (7) Conflict		
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