Working draft September - December 2007

# A big picture of the curriculum

Qualifications and Curriculum Authority

**Three key questions**

## 1 What are we trying to achieve?

**The curriculum aims to enable all young people to become**

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| **Curriculum aims** | **Successful learners** who enjoy learning, make progress and achieve | **Confident individuals** who are able to lead safe, healthy and fulfilling lives | **Responsible citizens** who make a positive contribution to society |
| **Every Child Matters outcomes** | Be healthy | Stay safe | Enjoy and achieve | Make a positive contribution | Achieve economic wellbeing |
| **Focus for learning** | **Attitudes and attributes** eg determined, adaptable, confident, risk-taking, enterprising | **Skills** eg literacy, numeracy, ICT, personal, learning and thinking skills | **Knowledge and understanding** eg big ideas that shape the world |

## 2 How do we organise learning?

**The curriculum as an entire planned learning experience underpinned by a broad set of common values and purposes**

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| **Components** | Lessons | Locations | Environment | Events | Routines | Extended hours | Out of school |
| **Learning approaches** | **A range of approaches** eg enquiry, active learning, practical and constructive | **In tune with human development** | Building on **learning beyond the school** including community and business links | **Matching time to learning need** eg deep, immersive and regular frequent learning | Opportunities for **spiritual, moral, social, cultural, emotional, intellectual and physical** development | Using a **range of audience and purpose** | **Including all learners** with opportunities for learner choice and **personalisation** |

**Whole curriculum dimensions**

**Overarching themes that have a significance for individuals and society, and provide relevant learning contexts:**
Identity and cultural diversity - Healthy lifestyles – Community participation – Enterprise – Global dimension and sustainable development – Technology and the media – Creativity and critical thinking.

**Statutory expectations**

| Communication, language and literacy | Creative development | Knowledge and understanding of the world | Mathematical development | Personal, social and emotional development | Physical development |
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| A & D | Ci | D & T | En | Ge | Hi | ICT | Ma | MFL | Mu | PE | PSHE PW EW+FC | RE | SC |
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## 3 How well are we achieving our aims?

**To make learning and teaching more effective so that learners understand quality and how to improve**

**Assessment fit for purpose**

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| Is integral to effective teaching and learning | Draws on a wide range of evidence of pupils' learning | Promotes a broad and engaging curriculum | Maximises pupils' progress | Gives helpful feedback for the learner and other stakeholders | Helps identify clear targets for improvement | Links to national standards which are consistently interpreted | Informs future planning and teaching | Uses tests and tasks appropriately | Embraces peer- and self-assessment |

**To secure**

**Accountability measures**

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| Attainment and improved standards | Behaviour and attendance | Civic participation | Healthy lifestyle choices | Further involvement in education, employment or training |

Adapted with thanks to colleagues at the Council for Curriculum, Examinations and Assessment (CCEA)