



From consultation to classroom – the new primary curriculum website

January 2010



Qualifications
and Curriculum
Development
Agency

National Curriculum

A website with 3 purposes

- **inform**
- **inspire**
- **challenge**

**teachers and schools to design, develop and evaluate
a better primary curriculum**

<http://curriculum.qcda.gov.uk/>

The National Curriculum website

A website packed with guidance and interactive tools to help schools design a curriculum to inspire and challenge all learners

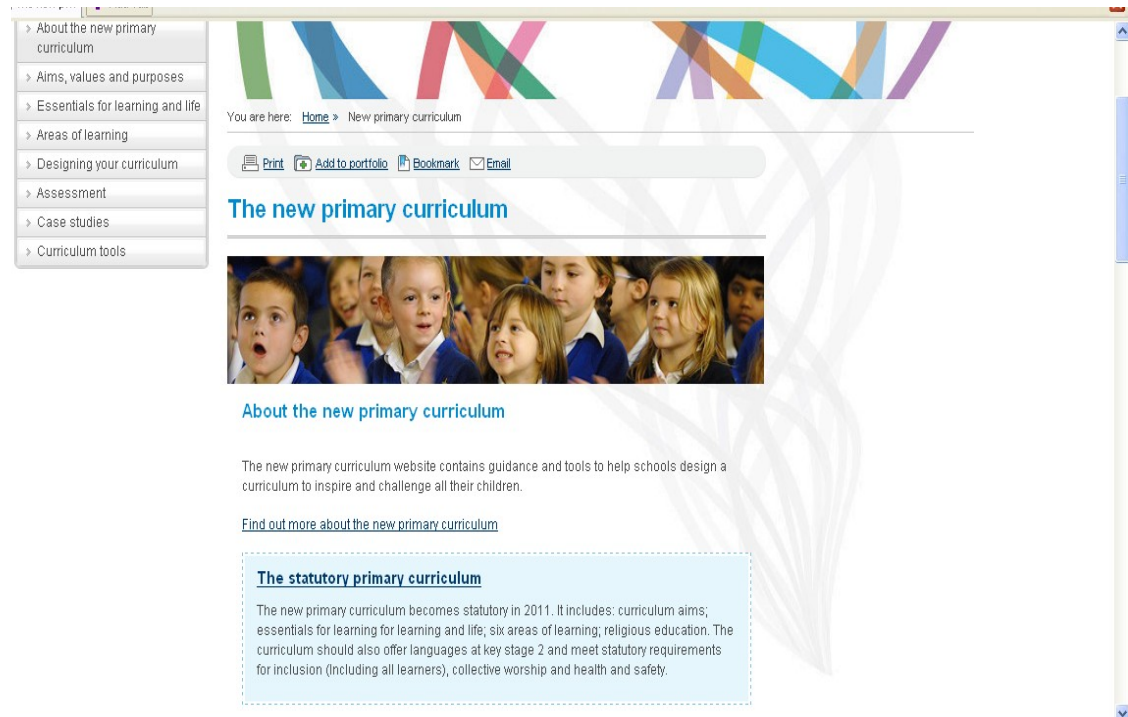


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The new primary curriculum home page

Introduces users to the new primary curriculum and what is available to them on the new site



The new primary curriculum – home page

Easy to use links to:

- Aims
- Statutory requirements
- Essentials for learning and life
- Areas of learning
- Assessment
- Help and support

What is included within the new primary curriculum?

Aims, values and purposes

Statutory requirements

Essentials for learning and life

Areas of learning

Assessment

Help and support

Education both influences and reflects the values of our society, and the kind of society we want to be. It is important to recognise a set of common aims, values and purposes that underpin the school curriculum

[Find out more about the aims, values and purposes](#)

Designing your curriculum



A curriculum built on good design principles can offer children experiences that motivate, challenge and instil a love of lifelong learning.

Find an area of learning by using the dropdown below

I want to find

Understanding the arts

➤ FIND

Essentials for learning and life



Essential skills that children need to become well-rounded individuals and lifelong learners

Aims, values and purposes



Aims, values and purposes underpin the school curriculum and the work of schools

Take the curriculum tour

A curriculum tour provides a video presentation of the new site and how it supports the new curriculum

Accessed on each section and can be closed once viewed

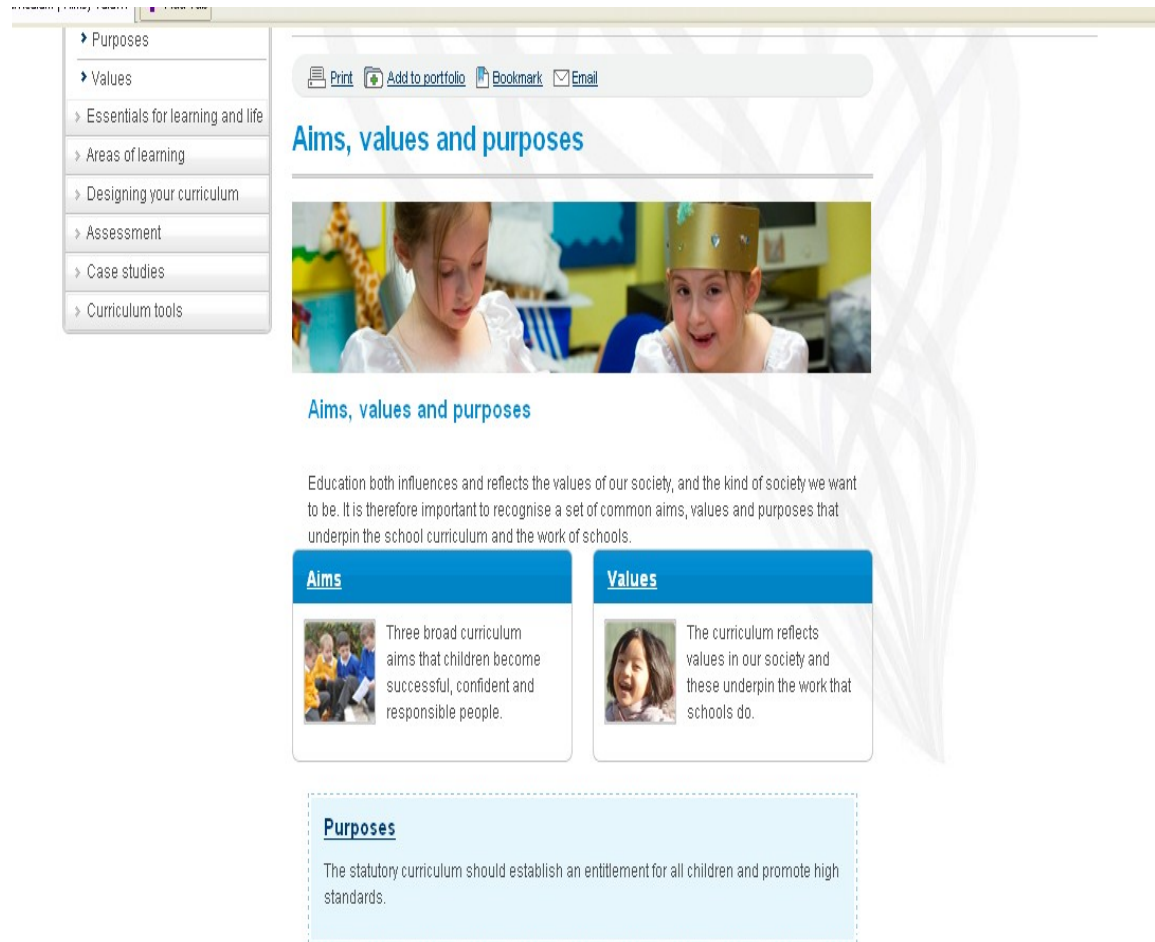
The screenshot shows a web browser interface for a curriculum tour. On the left is a vertical navigation menu with the following items: 'Essentials for learning and life', 'Areas of learning', 'Designing your curriculum', 'Assessment', 'Case studies', and 'Curriculum tools'. The main content area has a breadcrumb trail 'You are here: Home > New primary curriculum' and a row of links: 'Print', 'Add to portfolio', 'Bookmark', and 'Email'. Below this is the video title 'The new primary curriculum'. The video player itself shows a man in a blue shirt speaking, with a smaller inset window displaying the curriculum website. Above the video are 'View transcript' and 'Close video' buttons. Below the video is a progress bar at 00:17 and a row of navigation buttons: 'Introduction' (highlighted), 'Aims', 'Essentials', 'Areas of learning', 'Designing your curriculum', and 'Assessment'.

About the new primary curriculum

The new primary curriculum website contains guidance and tools to help schools design a

Aims, values and purposes

Statutory curriculum aims and values and purposes of the curriculum are provided in one section of the site




The screenshot displays the 'Aims, values and purposes' section of the Qualifications and Curriculum Development Agency website. On the left is a navigation menu with links to Purposes, Values, Essentials for learning and life, Areas of learning, Designing your curriculum, Assessment, Case studies, and Curriculum tools. The main content area features a header with 'Aims, values and purposes' and a sub-header with the same text. Below this is a photograph of two young girls, one wearing a gold crown. The text explains that education influences and reflects societal values. Two boxes, 'Aims' and 'Values', provide further details. The 'Aims' box states that three broad curriculum aims help children become successful, confident, and responsible people. The 'Values' box states that the curriculum reflects societal values that underpin school work. A 'Purposes' box at the bottom states that the statutory curriculum should establish an entitlement for all children and promote high standards.

› Purposes
› Values
› Essentials for learning and life
› Areas of learning
› Designing your curriculum
› Assessment
› Case studies
› Curriculum tools

Print Add to portfolio Bookmark Email


Aims, values and purposes



Aims, values and purposes


Education both influences and reflects the values of our society, and the kind of society we want to be. It is therefore important to recognise a set of common aims, values and purposes that underpin the school curriculum and the work of schools.

Aims



Three broad curriculum aims that children become successful, confident and responsible people.

Values



The curriculum reflects values in our society and these underpin the work that schools do.

Purposes

The statutory curriculum should establish an entitlement for all children and promote high standards.


Essentials for learning and life

Essentials for learning and life:

- Literacy
- Numeracy
- ICT capability
- Learning and thinking
- Personal and emotional
- Social

- › ICT capability
- › Learning and thinking skills
- › Personal and emotional skills
- › Social skills
- › Areas of learning
- › Designing your curriculum
- › Assessment
- › Case studies
- › Curriculum tools

Essentials for learning and life



Essentials for learning and life


'If we can give children these skills – to communicate, to work together, to present, to talk, to be confident, to be successful – they will be confident and successful learners in whatever career they choose.'

Primary head teacher.

The essentials for learning and life describe the skills, attitudes and dispositions that children need to become well-rounded individuals and lifelong learners. They include literacy, numeracy and ICT capability, learning and thinking skills, and personal, social and emotional skills. The design of the new curriculum prioritises these skills and offers teachers scope to teach them well.


There is strong support for the essentials among schools. They believe that a focus on the development of literacy, numeracy, ICT and personal development across the curriculum will help all children make the best possible progress and achieve their potential.

Literacy



Communicating effectively and responding critically to a wide range of information and ideas

Numeracy



Using mathematics to solve problems and make sense of data in learning and in everyday contexts

Areas of learning home page

The areas of learning home page gives access to the 6 areas of learning and RE

Understanding English, communication and languages

Historical, geographical and social understanding

Mathematical understanding

Understanding physical development, health and well being

Scientific and technological understanding

Religious education


Designing your curriculum

Assessment

Case studies

Curriculum tools

Areas of learning



Understanding the arts

Understanding English, communication and languages

Historical, geographical and social understanding

Mathematical understanding

Understanding physical development, health and well being

Scientific and technological understanding

Religious education

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Area of learning – landing page

Areas of learning:

- aims and importance
- essential knowledge
- key skills
- cross curricular studies
- curriculum progression



The screenshot shows a web page for 'Historical, geographical and social understanding'. It features a header with the title, a photo of three children, and a section titled 'Importance' with a paragraph of text. Below this is a 'Areas of learning' section with a list of links. On the right, there are two sidebars: 'You viewed / Recommended' with a list of links, and 'See also' with a list of related resources.

Historical, geographical and social understanding



Importance

Historical, geographical and social understanding fires children's curiosity and imagination about who we are, where we have come from, where we live and where we might be going next. It connects Britain's past with the present and the future, helps children make sense of our place in the world and is central to their development as informed, active and responsible citizens.

Areas of learning

In Areas of learning you will find:

- > Aims and importance
- > Essential knowledge
- > Key skills
- > Cross-curricular studies
- > Breadth of learning
- > Curriculum progression

You viewed Recommended

Last time you looked at:

- > [Areas of learning](#)
- > [The new primary curriculum](#)
- > [Homepage](#)
- > [Case studies](#)
- > [WebTourVideo](#)

See also

Here are some useful related resources:

- > [Nuffield primary history](#)
- > [The historical association](#)
- > [Citized](#)
- > [The association of citizenship teaching](#)
- > [Citizenship foundation](#)
- > [Unicef teaching resources](#)
- > [Map Zone](#)

Area of learning - features

Also promotes key aspects:

- ICT across the curriculum
- Essentials for learning and life
- Designing your curriculum
- Assessment

+ Add Tab


sense of our place in the world and is central to their development as informed, active and responsible citizens.

Areas of learning

In Areas of learning you will find:


- › Aims and importance
- › Essential knowledge
- › Key skills
- › Cross-curricular studies
- › Breadth of learning
- › Curriculum progression

ICT across the curriculum




Guidance about a fresh approach to ICT across the curriculum

Designing your curriculum




Information and an interactive tool to help you design your curriculum

Essentials for learning and life










Essential skills and qualities that children need to be successful, confident and responsible

Assessment



Assessment principles and information to help schools develop approaches to assessing children's progress

Here are some useful related resources:

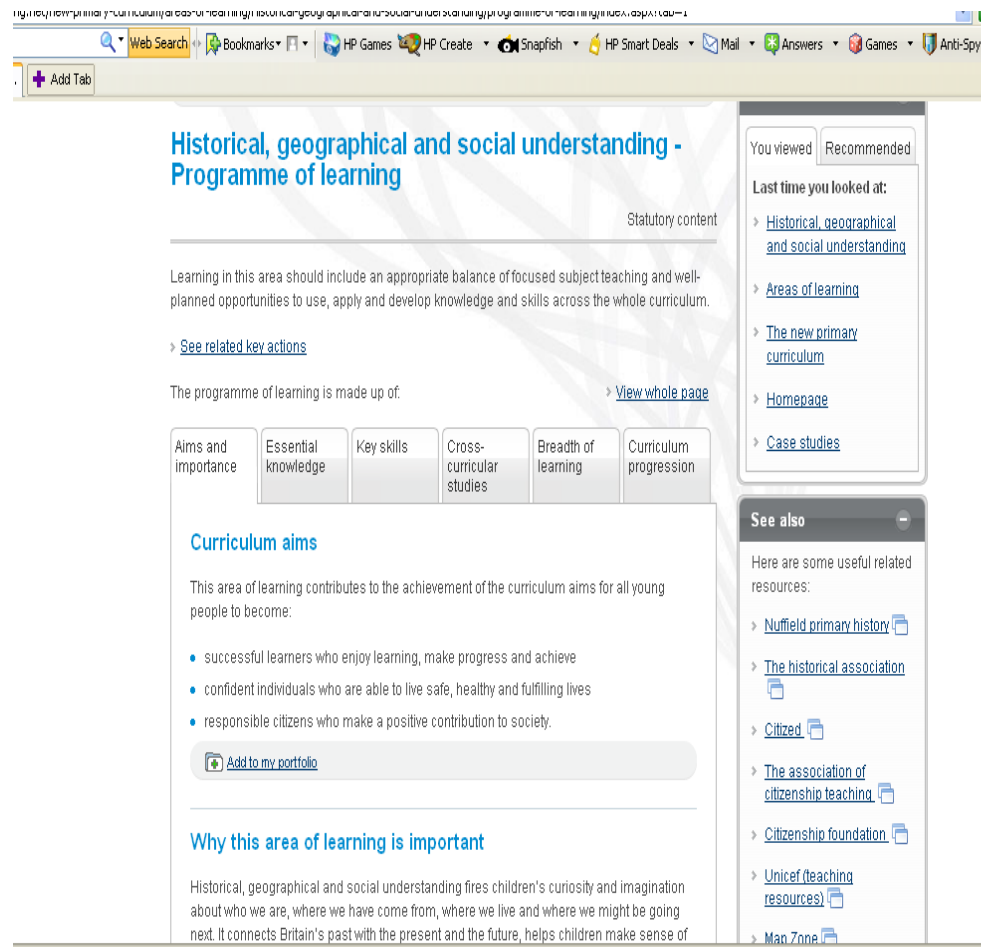
- › [Nuffield primary history](#) 
- › [The historical association](#) 
- › [Citized](#) 
- › [The association of citizenship teaching](#) 
- › [Citizenship foundation](#) 
- › [Unicef \(teaching resources\)](#) 
- › [Map Zone](#) 

QCDA is not responsible for the content of external websites

Programme of learning – statutory content

Programmes of learning are presented in a tabbed format to allow you to move between sections. Also:

- ‘view all’ of AoL
- downloadable version to print off



Historical, geographical and social understanding - Programme of learning

Statutory content

Learning in this area should include an appropriate balance of focused subject teaching and well-planned opportunities to use, apply and develop knowledge and skills across the whole curriculum.

[See related key actions](#)

The programme of learning is made up of: [View whole page](#)

Aims and importance	Essential knowledge	Key skills	Cross-curricular studies	Breadth of learning	Curriculum progression
Curriculum aims					
This area of learning contributes to the achievement of the curriculum aims for all young people to become:					
<ul style="list-style-type: none">• successful learners who enjoy learning, make progress and achieve• confident individuals who are able to live safe, healthy and fulfilling lives• responsible citizens who make a positive contribution to society.					
Add to my portfolio					
Why this area of learning is important					
Historical, geographical and social understanding fires children's curiosity and imagination about who we are, where we have come from, where we live and where we might be going next. It connects Britain's past with the present and the future, helps children make sense of					

You viewed **Recommended**

Last time you looked at:

- [Historical, geographical and social understanding](#)
- [Areas of learning](#)
- [The new primary curriculum](#)
- [Homepage](#)
- [Case studies](#)

See also

Here are some useful related resources:

- [Nuffield primary history](#)
- [The historical association](#)
- [Citized](#)
- [The association of citizenship teaching](#)
- [Citizenship foundation](#)
- [Unicef teaching resources](#)
- [Man Zone](#)

Areas of learning – explanatory notes

Non statutory information to support the new curriculum is provided in accessible pop-ups on the screen



The screenshot shows a web browser window with a curriculum page. The page title is "Historical, geographical and area of learning". The page content is organized into three columns: "Early", "Middle", and "Late". The "Early" column contains five items (E1 to E5) related to human and physical features, ways of life, links between locality and other places, lives of significant people and events, and investigating issues. The "Middle" column contains two items (M1 and M2) related to identities, communities, places, cultures, and patterns in communities. The "Late" column contains three items (L1, L2, and L3) related to societies, distinguishing between fact and opinion, and investigating local, national, and global issues. A pop-up window is open over the "Late" column, titled "Societies have been organised and governed: This includes how different societies in the past were ruled, as well as key features of local and national government in the UK today. The study of the UK today could include what the local councillor or MP does to represent people and the role of the local council and parliament. Often this includes learning through practical participation, for example in the student council". The pop-up also includes a link to "Historical association" and a "Map Zone" button. The browser's address bar shows the URL "http://www.qcda.gov.uk/areas-of-learning/historical-geographical-and-social-understanding/program".

Compare tool

The tool allows an instant view of more than one area of learning, to help you consider the connections and links between areas of learning

The screenshot shows a web browser window with the URL <http://www.qualificationsandcurriculumdevelopmentagency.gov.uk/compare-areas-of-learning.aspx>. The browser's address bar and menu bar are visible. The main content area is titled "Compare areas of learning" and contains a form with the following elements:

- Compare key aspects across areas of learning**
- Select an aspect**: A dropdown menu with "Curriculum progression" selected.
- Progression Stage**: A dropdown menu with "Middle" selected.
- Select the area of learning you want to compare:** (You can compare up to a maximum of three areas of learning)
- A list of seven areas of learning, each with a checkbox:
 - ☒ Understanding the arts
 - ☐ Understanding physical development, health and well-being
 - ☐ Historical, geographical and social understanding
 - ☐ Religious education
 - ☒ Scientific and technological understanding
 - ☐ Mathematical understanding
 - ☐ Understanding English, communication and languages
- COMPARE AREAS OF LEARNING** button

At the bottom of the form, there is a section titled "You have chosen:" followed by three buttons: "Print", "Export to Word", and "Export to Excel".



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Compare tool to view areas side by side

A 'side by side' view across more than one area of learning and an option to export and print what you need in word or excel

The screenshot shows a web browser window with a tab labeled 'Add Tab'. Below the browser window is a button labeled 'COMPARE AREAS OF LEARNING'. Underneath this button, the text 'You have chosen:' is displayed. To the right of this text are three buttons: 'Print', 'Export to Word', and 'Export to Excel'. Below these buttons, there are two side-by-side panels. The left panel is titled 'Understanding the arts Programme of Learning' and contains a section 'Curriculum progression Middle' with five bullet points (M1 to M5) describing learning objectives. The right panel is titled 'Scientific and technological understanding Programme of Learning' and also contains a section 'Curriculum Progression Middle' with five bullet points (M1 to M5) describing learning objectives. The panels are separated by a vertical line.

COMPARE AREAS OF LEARNING

You have chosen:

Print Export to Word Export to Excel

Understanding the arts Programme of Learning

Curriculum progression
Middle

- M1. To use their senses and the world around them to stimulate and develop imaginative ideas that inform their creative work
- M2. To explore how the arts can evoke and express feelings and ideas, and how combining the arts can enhance this
- M3. To describe and interpret their own work and the creative work of others
- M4. To explore alternative approaches to develop and refine performances and communications, working in a variety of digital forms (i) when appropriate
- M5. About the role of the arts (i) in

Scientific and technological understanding Programme of Learning

Curriculum Progression
Middle

- M1. to explore and investigate in order to collect data, analyse it and identify patterns
- M2. to use their knowledge and research to inform designs for functional products and plans for investigations
- M3. to capture, record and analyse data using a range of equipment (i), including sensors
- M4. to sort, group and identify familiar living things and materials (i) according to observable features and properties
- M5. to evaluate their skills, findings and outcomes using given criteria



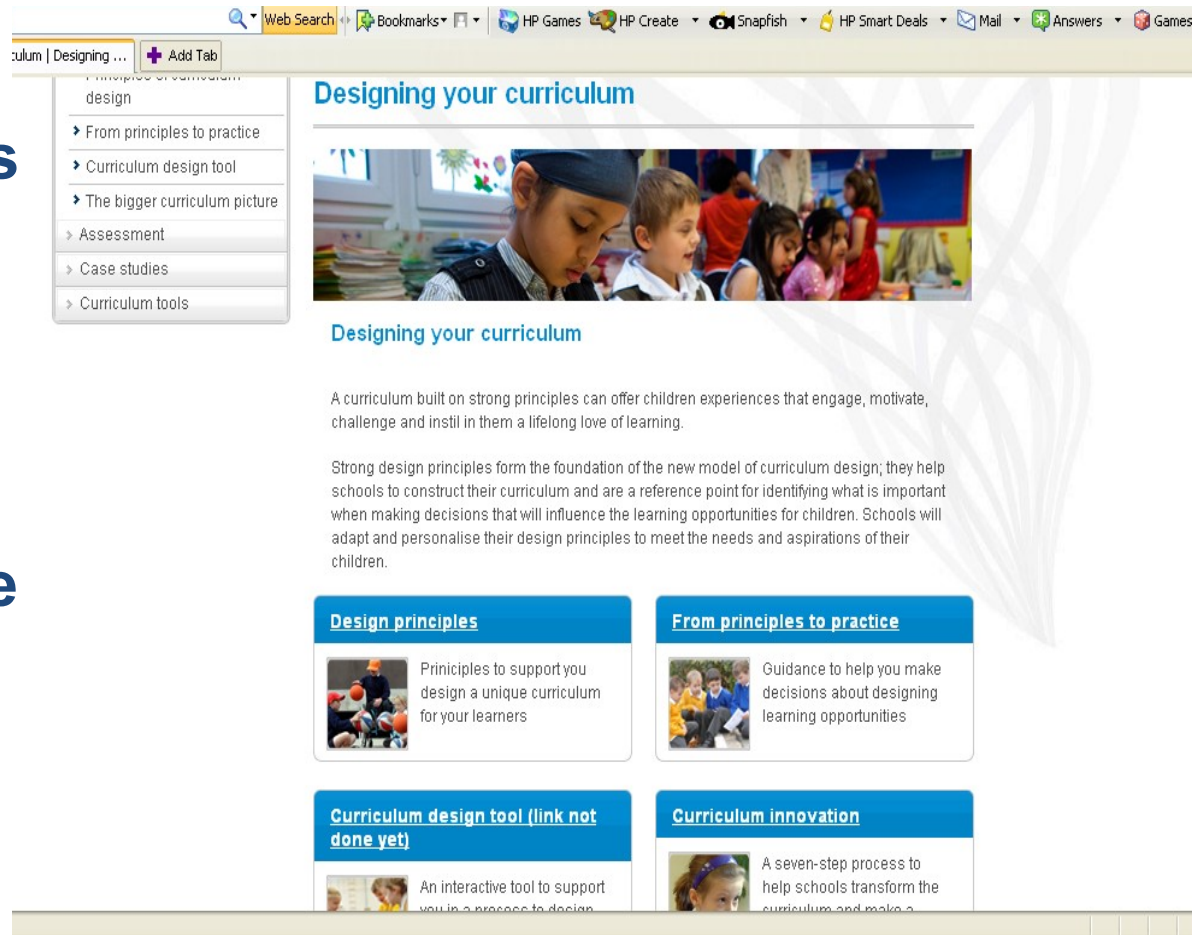
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Designing your curriculum

Gives you:

- **design principles**
- **practical information**
- **design tool**

**to help you create
a better
curriculum for
your children**



The screenshot shows a web browser window with the title 'Designing your curriculum'. The browser's address bar shows 'http://www.qca.gov.uk/curriculum/designing-your-curriculum/'. The page has a blue header with the title 'Designing your curriculum'. Below the header is a large image of children in a classroom. The main content area has a blue background and contains the following text:

Designing your curriculum

A curriculum built on strong principles can offer children experiences that engage, motivate, challenge and instil in them a lifelong love of learning.

Strong design principles form the foundation of the new model of curriculum design; they help schools to construct their curriculum and are a reference point for identifying what is important when making decisions that will influence the learning opportunities for children. Schools will adapt and personalise their design principles to meet the needs and aspirations of their children.

The page features four blue boxes with white text and images:

- Design principles**: Principles to support you design a unique curriculum for your learners. (Image of a child with a ball)
- From principles to practice**: Guidance to help you make decisions about designing learning opportunities. (Image of children sitting on the floor)
- Curriculum design tool (link not done yet)**: An interactive tool to support you in a process to design. (Image of a child with a book)
- Curriculum innovation**: A seven-step process to help schools transform the curriculum and make a. (Image of a child with a book)

Assessment

Introduces:

- assessment key principles

- level descriptions

- APP for core subjects

www.e-ncosing.net/new-primary-curriculum/assessment/index.aspx


In this section

- > About the new primary curriculum
- > Aims, values and purposes
- > Essentials for learning and life
- > Areas of learning
- > Designing your curriculum
- > Assessment**
 - > Assessment key principles
 - > Attainment targets
 - > Assessing pupils' progress
 - > Case studies
 - > Curriculum tools

You are here: [Home](#) > [New primary curriculum](#) > [Assessment](#)

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Assessment



Assessment


Assessment is an essential part of curriculum design. Selecting what children learn will depend on what you already know about the children in your class. What knowledge and skills do they already have? What do they need to develop? Your assessment of what the children need will determine the focus of each learning experience.

Assessment key principles




Four key principles designed to help schools take a fresh look at practice.

Level descriptions



National standards of performance presented as level descriptions.


Assessing pupils' progress



Periodic assessment of mathematics, reading and writing.

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Take the Curriculum Tour



Discover more about the site and the new primary curriculum.

[WATCH VIDEO](#)


Quick links

You viewed Recommended

Last time you looked at:

- > [The new primary curriculum](#)
- > [From principles to practice](#)
- > [Designing your curriculum](#)
- > [Aims, values and purposes](#)
- > [WebTourVideo](#)

Guide to the New primary curriculum



Case studies

Case studies provide examples of how different schools are developing their curriculum

Each is organised by:

Aim – what are we trying to achieve

Action – how are organising learning


Impact – how do we know

Let's learn ... [Add Tab](#)

[Designing your curriculum](#)
[Assessment](#)
[Case studies](#)
[Send us your case study](#)
[Curriculum tools](#)

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Let's learn outside



Aim
To make the curriculum more flexible, change attitudes to learning and promote children's creativity.

Action
Using the outside environment as a stimulus and context for learning.

Impact
Children's attitude to learning and attainment have improved.

[View transcript](#)

Sowerby School has put learning outside at the centre of its curriculum, with exciting results.

When Sowerby School reviewed its curriculum, it placed a focus on learning outside the classroom. It recognised that children like being outside, that it makes learning relevant and real, and that the outdoor environment offers rich stimulus material for a wide range of learning activities.

Outside classrooms

The outdoor environment at Sowerby has given children exciting opportunities to develop the essential skills of literacy and numeracy, as well as to discover the natural world outside their door. Children follow numeracy trails, measuring the height and angle of trees or counting and classifying plants and animals. The pond at Sowerby has provided many opportunities for cross-curricular learning. As well as learning about science and developing their numeracy skills, children have been inspired by the rich and varied environment to create art and

'Children like to be outside... it brings reality and relevance to what they are learning.' (headteacher)


Curriculum tools

The tools section gives you all the tools in one place:

- Curriculum design
- Compare
- Short guide
- Curriculum tour
- Big picture



Curriculum tools





Tools to help you design your curriculum

This section contains a range of tools to help you with curriculum design. The tools support you in developing and tailoring your curriculum to the needs of your learners.

The bigger curriculum picture

The bigger picture of the primary curriculum is a tool designed to help schools develop a curriculum that meets the needs, interests and aspirations of children and contributes to raising standards.

<h4>Curriculum design tool</h4>  <p>An interactive tool to support you in a process to design your curriculum</p>	<h4>Compare tool</h4>  <p>View the areas of learning side by side to help you plan your curriculum</p>
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A short guide to the curriculum
Curriculum tour

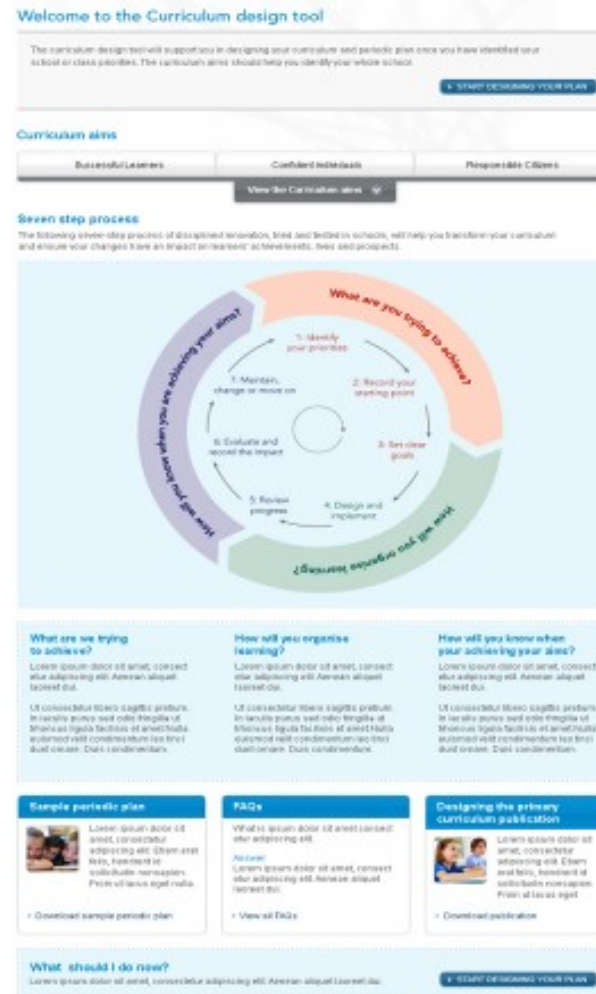
You viewed Recommended

Last time you looked at:

- > [Inspiring a love of languages](#)
- > [Case studies](#)
- > [Assessment](#)
- > [Designing your curriculum](#)
- > [WebTourVideo](#)

A web based curriculum design tool

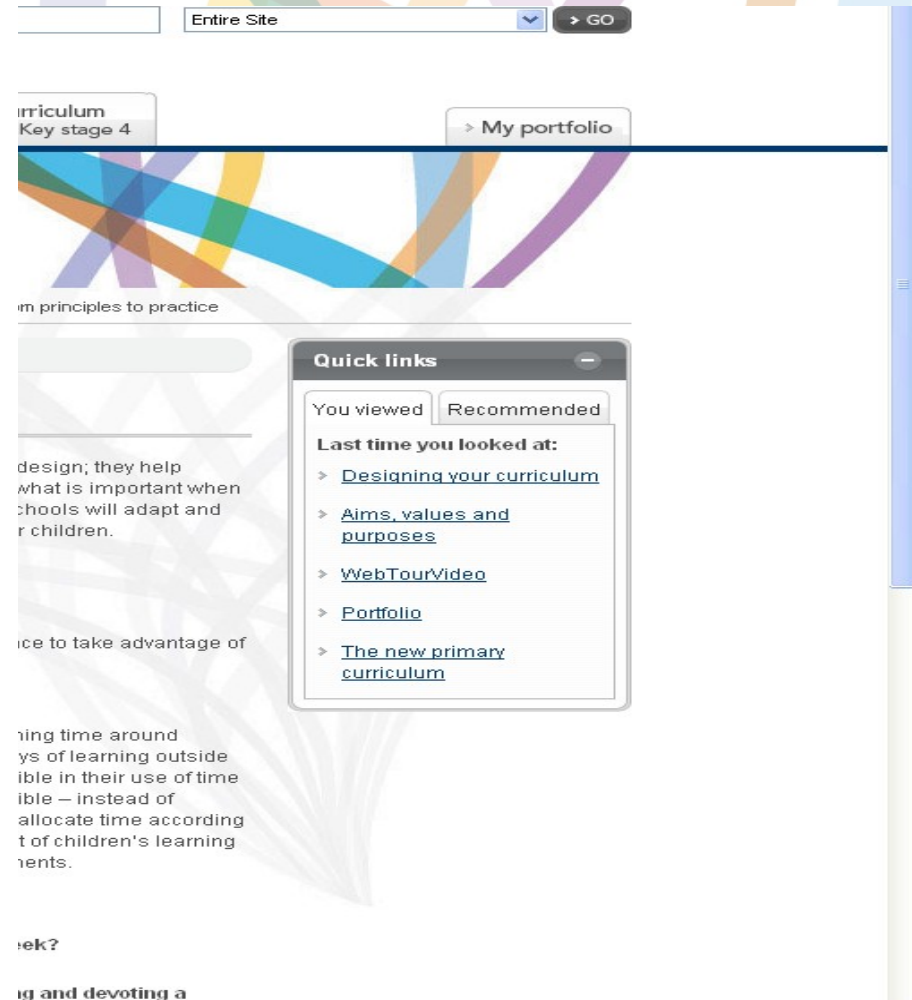
- The curriculum design tool has school improvement at its heart
- It enables teachers to use their school priorities and local circumstances to design exciting learning experiences
- Elements of the curriculum can be selected and blended to create tailored and purposeful learning



A personalised website

Across the site, we have introduced 'soft personalisation':

- 'You viewed' – tells you what you view recently
- 'Recommended' – a place to encourage viewing of relevant sections
- 'See also' – as space to provide links to relevant external site



My portfolio

My portfolio allows you to add pages to store, email or print at a later date

Incdev\www.e3hosting.net\my-portfolio\index.aspx

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Search Entire Site

> Home > Primary curriculum Key stage 1 & Key stage 2 > New primary curriculum > Secondary curriculum Key stage 3 & Key stage 4 > My portfolio

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