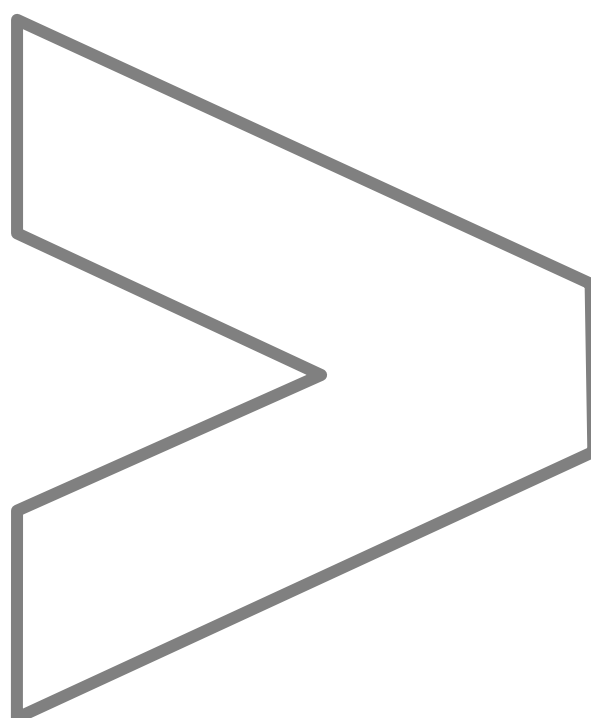


The Highland Council

a curriculum for excellence
building the curriculum 1
First Steps in S1



A resource for development in secondary schools

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First Steps in S1

Introduction

Developments which result from 'First Steps in S1' should complement and inform improvements to learning and teaching stimulated by Assessment is for Learning: collaborative ways of working, productive dialogue, self and peer evaluation, better thinking. The action research model advocated by AifL is also highly recommended to address issues in 'A Curriculum for Learning'.

Aims

- to promote reflection and discussion about the implications of A Curriculum for Excellence for the organisation and delivery of programmes in S1
- to begin planning a redesign of the school's S1 curriculum to take account of the needs of young people identified and described in A Curriculum for Excellence
- to provide contexts and conditions for improved learning and teaching stimulated by AifL action research projects

Approach

The Senior Management Team will wish to:

- introduce the materials to staff, pupils and parents whilst clarifying the main implications of A Curriculum for Excellence for S1-3: there are strong arguments for disseminating ALL materials to ALL staff
- consult and agree about recommended time allocations for each curricular area (marked x in each of the eight curricular information sheets)
- organise extended 'faculty' groups to consider the issues – where possible involving primary staff, young people, parents and community partners
- provide individuals with time for reflection after the introduction and dissemination of materials
- take account of the need for cross-faculty/subject liaison and development
- organise and support a process informing and contributing to the school development plan.

Work undertaken from January 2007 onwards should take into account emerging recommendations of the eight national curricular working groups. Their recommendations should be published early in 2007.

Here is Edward Bear coming down stairs, bump, bump, bump, on the back of his head, behind Christopher Robin. It is, as far as he knows, the only way of coming downstairs but sometimes he thinks there really must be a better way, if only he could stop bumping for a moment and think about it.

from Winnie the Pooh A.A. Milne 1926

Taken together, the values and purposes [of ACE] imply changes and developments which will mean for teachers, schools, Education Centres, Colleges:

- clarity about what education is seeking to achieve for each child
- flexibility to apply professional judgements in planning programmes and activities to respond to the needs of individual children
- a curriculum which is not overcrowded because of too much content
- more teaching across and beyond traditional subject boundaries
- time and space for innovative and creative teaching and learning

- A Curriculum for Excellence Learning and Teaching Scotland 2006

Now in the context of A Curriculum for Excellence secondary education needs to review its aims and approaches. Schools need to focus more effectively on the broader achievements of all young people, and in particular on the attainment of those in S1/S2, boys, the lowest attaining groups and vulnerable children.

- Improving Scottish Education HMIe 2006

Key feature Dimension 1: Engages young people in the highest quality learning activities

A school is excellent to the extent that . . . Learning experiences are imaginative, creative, stimulating and challenging. Young people enjoy them and are fully involved . . .

Contexts for learning are challenging and enjoyable and include creative and investigative activities. Young people engage confidently in such activities and are prepared to risk making mistakes because they understand they can learn from them . . .

Children often demonstrate or explain information, ideas, processes and skills to the teacher and to other learners. They understand that excellent learning means being able to show or explain it clearly to others in their own words, orally or in writing or pictures.

- The Journey to Excellence HMIe 2006

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expressive arts

You are being asked to take the first steps in a redesign of the junior school curriculum. It would be helpful if, prior to your discussions, you have read and reflected about *Building the Curriculum 1: expressive arts*. If you do not have a copy, it is available on the LTScotland website.

You are being asked to interpret the key messages of Building the Curriculum 1 and consider the implications for the organisation and delivery of high quality pupil experiences in your curricular area and the school as a whole.

The task for your group is to outline an agreed S1 Expressive Arts Course in your school for term 1 – August-October. You should assume a time allocation of x minutes per week and an 8 week term. Use the questions to focus your reflection and discussion.

You must take into account the need to develop the four capacities. You must also take into account the specific ACE outcomes for Expressive Arts:

Learning through expressive arts enables children and young people to:

- express themselves in different ways and be creative
- experience enjoyment (and contribute to other people's enjoyment) through creative and expressive performance and presentation
- develop important skills specific to expressive arts and also transferable skills
- develop an appreciation of aesthetic and cultural values, identities and ideas and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

In addition to clear outcomes, there will be an emphasis on participation in well-planned experiences in the expressive arts at all stages.

The main lines of development in art and design, drama, dance and music will be:

- creating
- presenting
- evaluating

The guidance will include experiences and outcomes in dance (specific outcomes relating to physical education feature in health and wellbeing).

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Planning Term 1

On what kinds of primary school experiences will you be building ?

By the end of the 8 weeks what will each young person have done ?

What themes and contexts for learning might be provided for these outcomes?

You may wish to consider pupils identifying and researching key questions, organising and contributing towards shows, demonstrations, competitions, presentations, drama, DVDs, print media products, community events . . .

What choices will each young person have made ? How will the young person assess his or her achievement ?

Which teaching staff will be involved in teaching and facilitating the learning experiences ?

You should consider school staff, senior pupils and the community.

What old and new resources will you need ?

How will you organise the school day/week to achieve what you want to achieve ?

In what practical ways might staff in other subjects contribute to pupil achievement in your curricular area during these 8 weeks ?

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Retain what is excellent in your current course but
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Health and Wellbeing

You are being asked to take the first steps in a redesign of the junior school curriculum. It would be helpful if, prior to your discussions, you have read and reflected about Building the Curriculum 1: health and wellbeing. If you do not have a copy, it is available on the LTScotland website.

You are being asked to interpret the key messages of Building the Curriculum 1 and consider the implications for the organisation and delivery of high quality pupil experiences in your curricular area and the school as a whole.

The task for your group is to map out an agreed S1 Health and Wellbeing Course in your school for term 1 – August-October. You should assume a time allocation of x minutes per week and an 8 week term. Use the questions to focus your reflection and discussion.

You must take into account the need to develop the four capacities and embed formative assessment. You must also take into account the specific ACE outcomes for Health and Wellbeing:

Learning through health and wellbeing enables children and young people to:

- experience positive aspects of healthy living and activity for themselves
- develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives
- make informed decisions in order to improve their physical, emotional and social wellbeing
- apply their physical, emotional and social skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- for some, open up opportunities to perform at high levels in sport or pursue careers in health or leisure industries.

The guidance will take a holistic view of health and wellbeing to promote learning that is coherent, progressive and meaningful. The lines of development will cover the following contexts:

- health – mental, social, emotional and physical
- physical education and physical activity including sport
- eating for health, and safe, hygienic practices
- personal safety
- drugs, alcohol and tobacco
- relationships, sexual health and parenthood
- planning choices for school and beyond.

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Planning Term 1

On what kinds of primary school experiences will you be building ?

By the end of the 8 weeks what will each young person have done ?

What themes and contexts for learning might be provided for these outcomes?

You may wish to consider pupils identifying and researching key questions, organising and contributing towards shows, demonstrations, competitions, presentations, drama, DVDs, print media, community events . . .

What choices will each young person have made ? How will the young person assess his or her achievement ?

Who in your health promoting school will be involved in teaching and facilitating the learning experiences ?

You should consider school staff, senior pupils and the community.

What old and new resources will you need?

How will you organise the school day/week to achieve what you want to achieve ?

In what practical ways might staff in other subjects contribute to pupil achievement in your curricular area during these 8 weeks ?

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Languages

You are being asked to take the first steps in a redesign of the junior school curriculum. It would be helpful if, prior to your discussions, you have read and reflected about Building the Curriculum 1: languages. If you do not have a copy, it is available on the LTScotland website.

You are being asked to interpret the key messages of Building the Curriculum 1 and consider the implications for the organisation and delivery of high quality pupil experiences in your curricular area and the school as a whole.

The task for your group is to map out an agreed S1 Languages Course in your school for term 1 – August-October. You should assume a time allocation of x minutes per week and an 8 week term. Use the questions to focus your reflection and discussion.

You must take into account the need to develop the four capacities and embed formative assessment. You must also take into account the specific ACE outcomes for Languages:

Learning through the languages area of the curriculum enables children and young people to:

- develop their ability to communicate their thoughts and feelings and respond to those of other people
- develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life
- use different media effectively for learning and communication
- develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages
- exercise their intellectual curiosity by questioning and developing their understanding, and use creative and critical thinking to synthesise ideas and arguments

The guidance will retain reading and writing as lines of development, and will group listening and talking together. The main lines of development for English language and Gàidhlig and for modern languages will therefore be:

- reading
- writing
- listening and talking

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Planning Term 1

On what kinds of primary school experiences will you be building ?

By the end of the 8 weeks what will each young person have done ?

What themes and contexts for learning might be provided for these outcomes?

You may wish to consider pupils identifying and researching key questions, organising and contributing towards shows, demonstrations, competitions, presentations, drama, DVDs, print media, community events . . .

What choices will each young person have made ? How will the young person assess his or her achievement ?

Who will be involved in teaching and facilitating the learning experiences ?

You should consider school staff, senior pupils and the community.

What old and new resources will you need?

How will you organise the school day/week to achieve what you want to achieve ?

In what practical ways might staff in other subjects contribute to pupil achievement in your curricular area during these 8 weeks ?

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Mathematics

You are being asked to take the first steps in a redesign of the junior school curriculum. It would be helpful if, prior to your discussions, you have read and reflected about Building the Curriculum 1: mathematics. If you do not have a copy, it is available on the LTScotland website.

You are being asked to interpret the key messages of Building the Curriculum 1 and consider the implications for the organisation and delivery of high quality pupil experiences in your curricular area and the school as a whole.

The task for your group is to map out an agreed S1 Mathematics Course in your school for term 1 – August-October. You should assume a time allocation of x minutes per week and an 8 week term. Use the questions to focus your reflection and discussion.

You must take into account the need to develop the four capacities and embed formative assessment. You must also take into account the specific ACE outcomes for Mathematics:

Learning through mathematics enables children and young people to:

- develop essential numeracy skills, including arithmetical skills, which allow them to participate fully in society
- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- have an understanding of the application of mathematics, its impact on our society past and present, and its potential for the future
- establish firm foundations for further specialist learning, including for those who will be the mathematicians of the future

From early in life, numbers, patterns and shapes intrigue children and often form part of their play. As they develop, they learn to count, measure and calculate, and apply these skills to analyse and solve problems in different contexts. Children and young people can be highly motivated by rewarding and successful experiences in mathematics. Features of high quality learning and teaching in mathematics include:

- understanding of the purposes of the mathematical processes they are learning
- learning in depth to ensure development of understanding of the concepts
- development of secure skills in applying processes
- making imaginative, effective use of technologies, resources, and teaching approaches
- the placing of the ideas and applications in relevant contexts
- problem solving as an integral part of all learning and teaching

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Planning Term 1

On what kinds of primary school experiences will you be building ?

By the end of the 8 weeks what will each young person have done ?

What themes and contexts for learning might be provided for these outcomes?

You may wish to consider pupils identifying and researching key questions, organising and contributing towards shows, demonstrations, competitions, presentations, drama, DVDs, print media, community events . . .

What choices will each young person have made ? How will the young person assess his or her achievement ?

Who will be involved in teaching and facilitating the learning experiences ?

You should consider school staff, senior pupils and the community.

What old and new resources will you need?

How will you organise the school day/week to achieve what you want to achieve ?

In what practical ways might staff in other subjects contribute to pupil achievement in your curricular area during these 8 weeks ?

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Religious and Moral Education

You are being asked to take the first steps in a redesign of the junior school curriculum. It would be helpful if, prior to your discussions, you have read and reflected about Building the Curriculum 1: religious and moral education. If you do not have a copy, it is available on the LTScotland website.

You are being asked to interpret the key messages of Building the Curriculum 1 and consider the implications for the organisation and delivery of high quality pupil experiences in your curricular area and the school as a whole.

The task for your group is to map out an agreed S1 Religious and Moral Education Course in your school for term 1 – August-October. You should assume a time allocation of x minutes per week and an 8 week term. Use the questions to focus your reflection and discussion.

You must take into account the need to develop the four capacities and embed formative assessment. You must also take into account the specific ACE outcomes for Religious and Moral Education :

Learning through Religious and Moral Education enables children and young people to:

- develop a knowledge and understanding of Christianity and other world religions and recognise religion as an important expression of human experience
- explore moral values such as wisdom, justice, compassion and integrity
- investigate and understand the responses which religions can offer to questions about the nature and meaning of life
- develop the skills of reflection, discernment, critical thinking, and deciding how to act when making moral decisions
- develop their beliefs, attitudes, moral values and practices through personal search, discovery and critical evaluation, and make a positive difference to the world by putting their beliefs and values into action

Experiences and outcomes for religious and moral education will be grouped under:

- Christianity
- Other world religions.

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Planning Term 1

On what kinds of primary school experiences will you be building ?

By the end of the 8 weeks what will each young person have done ?

What themes and contexts for learning might be provided for these outcomes?

You may wish to consider pupils identifying and researching key questions, organising and contributing towards shows, demonstrations, competitions, presentations, drama, DVDs, print media, community events . . .

What choices will each young person have made ? How will the young person assess his or her achievement ?

Who will be involved in teaching and facilitating the learning experiences ?

You should consider school staff, senior pupils and the community.

What old and new resources will you need?

How will you organise the school day/week to achieve what you want to achieve ?

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Science

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You are being asked to interpret the key messages of Building the Curriculum 1 and consider the implications for the organisation and delivery of high quality pupil experiences in your curricular area and the school as a whole.

The task for your group is to map out an agreed S1 Science Course in your school for term 1 – August-October. You should assume a time allocation of x minutes per week and an 8 week term. Use the questions to focus your reflection and discussion.

You must take into account the need to develop the four capacities and embed formative assessment. You must also take into account the specific ACE outcomes for Science:

Learning through the sciences enables children and young people to:

- investigate their environment by observing, exploring, investigating and recording
- demonstrate a secure understanding of the big ideas and concepts of science
- make sense of evidence collected and presented in a scientific manner
- recognise the impact science makes on their lives, on the lives of others on the environment and on culture
- express opinions and make decisions on social, moral, ethical, economic and environmental issues informed by their knowledge and understanding of science
- and, for some, establish the foundation for more advanced learning and future careers in the sciences and technologies.

The revised curriculum will be based on the big ideas of contemporary science and the scientific concepts that underpin these:

Experiences and outcomes will be grouped in the following way:

Our living world: including

- the diversity of living things
- the uniqueness of being human
- the importance of cells

Our material world: including

- uses and properties of materials
- sustainability
- the chemistry of life processes
- the applications of chemistry in society

Our physical world: including

- harnessing and using energy sources
- motion and travel on land and sea and in air and space
- the development of communication systems.

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Planning Term 1

On what kinds of primary school experiences will you be building ?

By the end of the 8 weeks what will each young person have done ?

What themes and contexts for learning might be provided for these outcomes?

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What choices will each young person have made ? How will the young person assess his or her achievement ?

Who will be involved in teaching and facilitating the learning experiences ?

You should consider school staff, senior pupils and the community.

What old and new resources will you need?

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Social Studies

You are being asked to take the first steps in a redesign of the junior school curriculum. It would be helpful if, prior to your discussions, you have read and reflected about Building the Curriculum 1: social studies. If you do not have a copy, it is available on the LTScotland website.

You are being asked to interpret the key messages of Building the Curriculum 1 and consider the implications for the organisation and delivery of high quality pupil experiences in your curricular area and the school as a whole.

The task for your group is to map out an agreed S1 Social Studies Course in your school for term 1 – August-October. You should assume a time allocation of x minutes per week and an 8 week term. Use the questions to focus your reflection and discussion.

You must take into account the need to develop the four capacities and embed formative assessment. You must also take into account the specific ACE outcomes for Social Studies:

Learning through social studies enables children and young people to:

- broaden their understanding of the world by learning about human activities and achievements in the past and present, political, social and environmental issues, and the values underpinning their own society and other societies
- develop the capacity for critical thinking, through accessing, analysing and using information
- form their own beliefs and view of the world and develop their understanding of different values, beliefs and cultures
- establish firm foundations for lifelong learning and, for some, for further specialised study and careers.

The curriculum will be based on important ideas underpinning social studies. These include identity, change and continuity, diversity, economic, social and environmental issues, needs and resources, decision making and participation as active citizens.

The framework will describe outcomes which will contribute to the development of secure values and beliefs.

Experiences and outcomes will be grouped in the following way:

People in the past: including

- people in societies
- people and events in the past

People in place: including

- people and landscapes
- people and communities

People and society: including

- society and the economy
- decision making in a democracy.

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What choices will each young person have made ? How will the young person assess his or her achievement ?

Who will be involved in teaching and facilitating the learning experiences ?

You should consider school staff, senior pupils and the community.

What old and new resources will you need?

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technologies

You are being asked to take the first steps in a redesign of the junior school curriculum. It would be helpful if, prior to your discussions, you have read and reflected about Building the Curriculum 1: technologies. If you do not have a copy, it is available on the LTScotland website.

You are being asked to interpret the key messages of Building the Curriculum 1 and consider the implications for the organisation and delivery of high quality pupil experiences in your curricular area and the school as a whole.

The task for your group is to map out an agreed S1 Technologies Course in your school for term 1 – August-October. You should assume a time allocation of x minutes per week and an 8 week term. Use the questions to focus your reflection and discussion.

You must take into account the need to develop the four capacities and embed formative assessment. You must also take into account the specific ACE outcomes for Technologies:

Learning through technologies enables children and young people to:

- develop and understanding of technologies and their impact on society – in the past, present and future
- apply knowledge, understanding and practical skills to design and create products, processes and solutions that meet needs in play, work and daily life
- gain the confidence and skills to embrace and use technologies now and in the future
- evaluate technological processes and products critically and constructively, taking account of cultural, ethical, environmental and economic factors
- experience work-related learning and, for some, establish the foundation for more advanced learning and careers in the technologies.

The guidance in the technologies curriculum area will include experiences and outcomes in craft, design, engineering, graphics, food, textile, and information technologies. It will cover outcomes in the current technical education curriculum, and aspects of home economics and computing.

Within each of the technologies, the main lines of development will be:

Investigating and designing: including

- learning about technologies and their effects on society
- investigating resources and materials
- developing design skills and knowledge

Producing: including

- using technologies effectively, including developing practical skills in using tools, equipment, materials and processes
- planning and organising

Evaluating: including

- evaluating and improving products and solutions
- evaluating the impact of products, systems and processes.

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Who will be involved in teaching and facilitating the learning experiences ?

You should consider school staff, senior pupils and the community.

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In what practical ways might staff in other subjects contribute to pupil achievement in your curricular area during these 8 weeks ?

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