



CONSULTATION ON THE NATIONAL CURRICULUM

AN INTRODUCTION

This pack of documents incorporates the advice of the School Curriculum and Assessment Authority to the Secretary of State for Education on a revised National Curriculum in England, together with the Secretary of State's response to that advice. The Secretary of State has asked the Authority to conduct a consultation on the proposals under section 242 of the Education Act 1993, subject to the points made in his letter to Sir Ron Dearing of 15 April (reproduced inside). This booklet, the draft proposals for each subject, and the response form provide the basis for the consultation.

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A television programme on the consultation process will be shown on BBC Select, the BBC's specialist night-time service. The programme will be transmitted three times for video recording, from 02.00–02.20 hrs on 27 May, 10 June and 24 June.



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From the Chairman
Sir Ron Dearing CB

May 1994

Dear Colleague,

The launch of this consultation marks a key point in the review of the National Curriculum.

We have sought over the past four months to respond to many of the concerns teachers put to me during last year's discussions on the National Curriculum, including the need, in the interests of improving education, to give more scope to schools to respond to the needs and talents of their pupils. The Orders have been slimmed as recommended in my report. We have also attempted, in the light of the work of the advisory groups, to deal with particular problems in individual subjects. We have sought to remove the unwarranted complexity and address the problems caused by too many attainment targets and statements of attainment. We are on schedule to deliver the comprehensive and urgent change teachers have requested.

The timetable thus far has been very demanding. We adopted it to enable us to publish proposals for consultation at the earliest possible date. We have had to take some difficult decisions. For example, some cherished material has had to go. While we have drawn heavily on the excellent work of the subject and key stage advisory groups, the proposals we offer are those of the Authority itself. The consultation now gives you the chance to help us improve them further.

We want to get the best possible curriculum for the future by sharing our views and ideas. I hope you will respond, on the form enclosed, by the end of July. In anticipation that you will, I thank you for your time and co-operation.

Yours sincerely,
Ron Dearing

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THE CONSULTATION PACK – CONTENTS

This pack includes:

- the new curriculum proposals;
- a compendium covering the curriculum at Key Stages 1 and 2 (for all schools with primary age pupils);
- a response form.

Primary schools will receive two copies of the pack; secondary schools will receive five. Depending on their size, local authorities will receive between 25 and 75 copies. If you would like further copies of any of these items, please call the consultation publications hotline: 0787 880042. If you need to make any further enquiries, you should telephone SCAA: 071 229 1234.

THE CONSULTATION PACK – PURPOSE

This booklet sets the scene. It provides a brief summary of the Review so far and highlights the key issues which will be explored in the consultation. It might be a helpful document to circulate to other colleagues, such as governors, PTA representatives, curriculum leaders and/or heads of departments and, in LEAs, elected members. We hope also that a wide range of individuals will be encouraged to read the full proposals.

The compendium covering the curriculum at Key Stages 1 and 2 has been produced in response to requests to Sir Ron Dearing to fit the curriculum at these key stages into one volume. SCAA is particularly interested to find out if this idea works. We would also like feedback on the idea of producing the whole curriculum on floppy disk or CD-ROM.

Please note that you do not have to complete all of the response form: just fill in the parts where you wish to express a view. If you want your response to be confidential, please tick the box on the response form. If you do not wish your response to remain confidential, SCAA may summarise, reproduce or quote from it for the purposes of reporting on the consultation. Also, as indicated on page 6, in the section Next Steps, responses will be available for public scrutiny.

THE CONSULTATION PROCESS

The consultation begins on 9 May and ends on 29 July. It falls into two phases.

Distribution of documents to schools will be accomplished in the first phase, from 9 May to 27 May. During this phase, SCAA will hold four major conferences aimed at explaining the proposals to leaders of teacher associations, to LEA advisers, and to representatives of non-LEA schools, subject associations, professional and learned societies, and many other interest groups.

The second phase, from 6 June to 29 July, will be the response phase. Many of those attending the major conferences in the first phase may wish to set up and address regional and local conferences to explain the changes. In addition, SCAA itself will be holding about 100 small regional conferences to conduct in-depth discussion on subject-specific and key stage-specific issues. Our aim is to receive comment from:

- maintained schools, including self-governing GM schools;
- city technology colleges;
- associations of independent schools;
- Local Education Authorities;
- subject associations;
- teacher associations;
- professional and learned societies;
- examining and validating bodies;
- church and religious organisations;
- groups representing parents, governors and students;
- groups representing employers, business and industry;
- SEN organisations;
- teacher training institutions;
- educational publishers, broadcasters, suppliers and consultants;
- other organisations involved in education and training, including other government departments and agencies;
- any other statutory consultees not covered by the above categories;
- any interested organisations or individuals.

This is YOUR opportunity to say what you think about the proposed changes. So please return the response form by *the end of July at the latest*.

THE NATIONAL CURRICULUM REVIEW – THE STORY SO FAR

In April 1993 John Patten, Secretary of State for Education, invited Sir Ron Dearing to undertake a review of the National Curriculum. He set out four key issues as Sir Ron's remit:

- the scope for slimming down the curriculum;
- the future of the 10-level scale;
- how to simplify the testing arrangements;
- how to improve the administration of the National Curriculum and of the tests.

Sir Ron published an Interim Report in July 1993.

Interim Report

Between April and July 1993, Sir Ron carried out wide consultation on the key issues. Views were invited from a sample of 1,400 schools, teachers from over 500 schools were consulted at nine regional conferences, and over 2,500 other schools, organisations and individuals sent in responses.

In his interim Report, Sir Ron outlined five main ways forward:

- slimming down the National Curriculum, retaining the essential core of each subject and cutting the number of statements of attainment;
- ensuring that the essential core takes up less school time, allowing schools discretion over what to teach in the rest;
- limiting the national tests, until at least 1996, to the core subjects, cutting the time needed for pupils to take the tests and for teachers to mark them, and making the Key Stage 2 tests a voluntary national pilot in 1994;
- giving assessment of pupils by teachers equal standing to test results, in reports to parents;
- improving the administration of the National Curriculum and its assessment by cutting bureaucracy, making all documents clearer, simpler and shorter, and delivering all material earlier to schools in order to give them more time for planning.

The Government accepted the Interim Report as the basis for further work.

Final Report

The Final Dearing Report, published in January 1994, made recommendations on the issues raised in the Interim Report. These were:

- to release the equivalent of a day a week of curriculum time in Key Stages 1 to 3 for schools to use at their own discretion;
- to increase flexibility in the Key Stage 4 curriculum;
- to concentrate reductions outside the core subjects of English, maths and science;
- to reduce the number of attainment targets;
- to simplify the 10-level scale by reducing the number of statements of attainment, and ending the scale at Key Stage 3;
- to make all the changes in one go.

The Final Report, accepted by the Government, initiated a review of all National Curriculum subjects in detail. It also established a timetable to complete the review in 1994.

The review process

To undertake the review, SCAA set up advisory groups of 12 to 15 people, mainly teachers, for each subject. These groups included teachers of pupils with SEN. Meeting together with SCAA professional officers, members of the Authority, and representatives of OFSTED, DFE, CCW and (for Key Stage 4) NCVQ and the GCSE Joint Council, these advisory groups considered the existing curriculum, identified the essential core, proposed solutions to widely reported problems, and formulated the new level descriptions.

The proposals for the individual subjects were kept under review by similarly constituted key stage advisory groups. Their role was to try to ensure that what the subject advisory groups proposed was coherent and manageable within the time available, that the balance between subjects was right, and that material appeared in the most appropriate key stage.

The whole process was overseen by a steering group of Authority members and senior officers.

The proposals, while based extensively on the work of the advisory groups, are the proposals of the Authority itself. They were agreed at a meeting of SCAA on 22 March and subsequently accepted by the Secretary of State for Education as the basis for consultation, subject to the points made in his letter of 15 April (see Appendix).

NEXT STEPS

The responses to consultation will be analysed during August.

A full report on the consultation will be made to the SCAA meeting on 13 September. As a result, SCAA will decide its final advice to the Secretary of State on the revised National Curriculum Orders and on any major issues raised during consultation. A report on the consultation will be published in October. Consultees should also note that public access to individual responses will be granted, if requested, unless consultees specifically indicate that their responses should be confidential.

Subject to Parliamentary approval, the Secretary of State will publish the final Orders and distribute them to schools in January 1995. This will give schools the longest possible time to plan and prepare for the implementation of the new National Curriculum in September 1995 for Key Stages 1 to 3, and in September 1996 for Key Stage 4. The intention is that the new curriculum will be introduced for all pupils in each year group simultaneously at Key Stages 1 to 3. At Key Stage 4, it will be introduced for year 10 in 1996, and for years 10 and 11 in 1997.

LEVEL DESCRIPTIONS AND END OF KEY STAGE STATEMENTS

From statements of attainment to level descriptions

The Dearing Report argued the need to reduce the complexity surrounding the 10-level scale. It raised particular concern about the fragmentation of teaching and learning, which resulted from teachers planning work from the statements of attainment, and canvassed the possibility of a new approach to defining levels through level descriptions.

In developing this approach, the Authority has thought carefully about the relationship between the programmes of study and the level descriptions. We have concluded that it is the programmes of study which should guide the planning, teaching and day-to-day assessment of pupils' work. The essential function of the level descriptions is to assist in the making of summary judgements about pupils' achievement as a basis for reporting at the end of a key stage.

The Advisory Groups have worked hard to develop the level descriptions, and SCAA has concluded that there is a real advantage in moving from the present plethora of detailed statements of attainment to an overarching description of the key elements which characterise achievement at a particular level. Their adoption removes much of the complexity of the present system and corresponds more realistically to the nature of pupils' progress.

Level descriptions will help with summative assessment by indicating the types and range of performance which pupils working at a particular level should characteristically demonstrate. In deciding on a pupil's level of attainment, teachers should judge which level description 'best fits' that pupil's performance. Teachers will be able to balance one element against another using professional judgement, rather than counting numbers of statements of attainment mastered and using a mechanical rule. The introduction of level descriptions will reinforce earlier messages that there is no need for the use of elaborate tick-lists as a basis for assessment.

The proposals include 200 level descriptions for the subjects, structured in terms of the 10-level scale in place of the 966 statements of attainment which currently exist. We would welcome comments on whether level descriptions provide a more manageable and satisfactory basis for making judgements about pupils' level of attainment than do statements of attainment.

End of key stage statements

Level descriptions have been developed only for those subjects which previously had statements of attainment. The art, music and physical education proposals retain end of key stage statements. These statements have been revised in line with the descriptions developed for other subjects. They describe the types and range of performance which most pupils should characteristically demonstrate by the end of each key stage. The statements are designed to help teachers judge the extent to which their pupils' attainment relates to this expectation. We would welcome views, however, on whether these statements allow for adequate differentiation or whether respondents would prefer to see level descriptions, as in other subjects.

Levels 9 and 10

The decision to retain GCSE grades A* to G means that the 10-level scale now relates only to Key Stages 1 to 3. The scale has not been recalibrated, thus retaining broad equivalence with the levels in the current Orders. We believe that there remains a clear need to encourage and recognise high attainment but questions have been raised during the review process about the necessity and desirability of retaining Levels 9 and 10 in the new Orders. The Authority therefore invites views on whether these levels should be removed from the new Orders, on the basis that the achievement of the most able pupils could be recognised, as appropriate, through early entries for GCSE.

Key Stage 4 attainment descriptions

Although level descriptions are not applicable to Key Stage 4, the Education Reform Act 1988 requires the Secretary of State to specify the knowledge, skills and understanding which pupils of different abilities are expected to have by the end of each key stage. In order to meet this requirement preliminary work has been undertaken with the GCSE examining groups, the vocational awarding bodies and the National Council for Vocational Qualifications (NCVQ) in respect of the subjects which are to be statutory at Key Stage 4. Attainment descriptions will be devised which relate to grades A, C, F and below G in the GCSE and, where relevant, their equivalents in other appropriate qualifications.

KEY STAGE 4 VOCATIONAL DEVELOPMENTS

The Government has accepted Sir Ron Dearing's recommendation that a wider range of vocational options should be made available at Key Stage 4. SCAA has been discussing with NCVQ the development of new Foundation and Intermediate level 'Part One' GNVQs, designed as high quality, self-standing, certificated courses taking about 20 per cent of curriculum time, alongside the existing vocational options of full GNVQs and individual units.

These new options will be developed, subject to the agreement of Ministers, in the light of consultation with schools and others, with a view to their being piloted on a small scale, from September 1995. Schools not involved directly in the pilot will be kept informed of progress.

In line with the Dearing recommendations, both the National Curriculum modern foreign languages and design & technology proposals include a Short Course at Key Stage 4, designed to take half the time of a GCSE. Discussions with teachers have shown that there is considerable interest in the accreditation of these courses, but that schools are concerned that any new qualifications should have currency. The accreditation possibilities include GNVQ units, free-standing certificates and, if there is a market for them, a restricted range of combined-subject GCSEs, though these options have yet to be explored fully. The Authority will return to this matter in the Summer and give advice to Ministers in the light of consultation. Decisions will be taken well before schools need to plan for implementation of these subjects at Key Stage 4 in September 1996. Consideration is also being given to the possibility of pupils being able to complete a National Curriculum Short Course in year 10.

SPECIAL EDUCATIONAL NEEDS

The Dearing Report recommended that, where pupils needed to work at levels below those which were defined in National Curriculum Orders for each key stage, they should be able to do so without recourse to a statement of special educational needs. In order to achieve this a number of measures have been taken.

Firstly, subject and key stage advisory groups were asked to write key stage programmes of study in a way which, wherever possible, ensured that at each key stage there are elements of the programme of study which can be taught at Level 1.

Secondly, where necessary, provision is made at each key stage for a minority of pupils at either end of the ability range to work from earlier or later key stage programmes of study. In the past, for many pupils such provision would have meant disapplication or modification to the programme of study set out in statements of special educational needs. The greater flexibility in the proposals should reduce the need for disapplication and modification.

The recommendations of the Final Report on assessment for pupils with special educational needs are also being taken forward by SCAA; it is hoped that these measures will increase access to the National Curriculum for all pupils.

ENGLISH ACROSS THE CURRICULUM

The Secretary of State has proposed that other appropriate subject Orders, in addition to the Order for English, should include a reference to the need for teachers to give attention to the quality of pupils' English in the course of their work on these subjects. SCAA will need to advise the Secretary of State on this proposal, in the light of consultation. SCAA shares his concern about the need to raise standards of literacy, not least, as the Secretary of State has indicated, to enable pupils to gain full benefit from every subject. We therefore propose to work up a suitable form of words and would welcome views on the proposal.

NON-STATUTORY EXAMPLES AND GUIDANCE

In reducing the curriculum to the essential statutory core, most non-statutory examples have been removed from the subject proposals. The Secretary of State has asked the Authority for further advice on this, specifically on whether it would be more helpful to teachers and more efficient to include such examples *within* the subject Orders, rather than to rely on separate guidance. The Secretary of State has said that he is particularly concerned to keep the volume of documents going to schools to the absolute minimum, though he has noted that the Authority advised that guidance might be particularly helpful for information technology. We would welcome views on this.

COMMENTARY ON THE SUBJECT PROPOSALS

In all subjects, the overall aim of the review was to reduce the statutory content in line with the recommendations in Sir Ron Dearing's Final Report. In addition, for all subjects, the opportunity has been taken to:

- clarify the knowledge, understanding and skills to be taught;
- remove unhelpful areas of overlap between key stages and across subjects;
- make progression more explicit both across and within key stages;
- establish a clearer relationship between the programmes of study and attainment targets, which is consistent across subjects;
- replace statements of attainment with level descriptions (except for art, music and physical education), as described above;
- extend access to pupils of all abilities;
- rectify any known areas of weakness within the current Orders.

For each subject, the following paragraphs briefly summarise the main features of the new proposals, highlighting any significant differences between them and the current Orders. More detailed commentaries accompany each subject proposal in the consultation pack.

English

The process of revising the English curriculum has been in train since the National Curriculum Council was asked to review the Order in September 1992. In the light of consultation in Summer 1993, NCC published a report which included revised proposals for the Order. Sir Ron Dearing's proposals for a review of the whole

curriculum meant that the move to a draft Order was postponed so that English could be included in that process. The proposals in the NCC Consultation Report have formed the basis for the revisions.

The key features of the English proposals are as follows.

- The programmes of study for *Speaking and Listening*, for *Reading* and for *Writing* are now organised into a consistent pattern to make them more helpful for planning. In each key stage and for each programme of study, there are clearly headed sections on Key Skills, on standard English and Language Study, and on Range.
- The approach to standard English stresses the concern that all pupils should be able to speak and write it fluently. The detailed requirements in *Speaking and Listening* ensure that all pupils should be enabled to communicate effectively in varied situations and for different audiences. In *Reading* and in *Writing*, pupils should be taught to use standard English vocabulary and grammar, and appreciate its distinctiveness.
- In *Reading* in Key Stages 1 and 2, the range of skills pupils need in order to be able to read with fluency, accuracy and understanding are outlined. The breadth of reading pupils should experience is also laid out, including categories of texts to be covered.
- At Key Stages 3 and 4, the concern in *Reading* is to encourage pupils to be independent, responsive and enthusiastic readers. The provisions ensure that all pupils read texts by some authors of central importance to the literary heritage. Within the broad range of reading required, the prescription is minimal and allows for flexibility and choice. These requirements mean that, once this Order is implemented, the OFSTED criticism that ‘too many pupils, at both Key Stages 3 and 4, were faced with undemanding and trivial texts’, will no longer be applicable. The lists for Key Stages 3 and 4 are combined and this increases flexibility for teaching.
- At Key Stage 4, the emphasis in the *Reading* programme of study is on breadth, and GCSE English should, therefore, aim to assess pupils’ ability to read and respond to a range of texts, rather than their knowledge of a small number of books. This can be done, as at present, through examinations which use questions on a variety of short texts and different passages. GCSE English Literature should continue to require greater in-depth knowledge of particular texts, which can be tested by ‘set text’ examinations, as in current syllabuses.
- The Authority is concerned to promote higher standards of literacy and the challenge in Levels 1 to 3 represents increased demands compared to the current Order. The development between Levels 1, 2 and 3 is also more even.

Mathematics

The key features of the mathematics proposals are as follows.

- Key stage programmes of study have been drawn up for Key Stage 1, Key Stage 2 and Key Stages 3 and 4. Clusters of related elements from the current programmes of study have been brought together to make planning easier.
- The number of attainment targets has been reduced to three at Key Stage 1 (*Using and Applying Mathematics; Number; Shape, Space and Measures*), and four at Key Stages 2 to 4 (*Using and Applying Mathematics; Number; Shape, Space and Measures; Handling Data*). *Number* becomes *Number and Algebra* for Key Stages 3 and 4.
- As well as removing content, some reduction has been achieved, particularly at Key Stage 2, by moving content to higher key stages, where evidence has shown this to be appropriate.
- The proposals contain, as an appendix, an example of how the material from *Using and Applying Mathematics* might be subsumed into other attainment targets. This will help consultees advise on whether or not this material should continue to be presented separately.

Science

The key features of the science proposals are as follows.

- Attainment Target 1 (Sc1) has been improved at all key stages. It now reflects a broader range of experimental and investigative work. The revised Sc1 programmes of study and related level descriptions focus on the ways in which scientific evidence may be obtained and evaluated, and emphasise that there are many ways of investigating scientific questions. The level descriptions apply to work carried out as part of whole investigations and equally to work carried out in other contexts. Emphasis is put on obtaining measurements or observations, thereby giving more prominence to qualitative work, and on processing results in terms of relationships between variables, only when

this is appropriate. In this way, work which does not involve relationships between variables can be credited at all levels. The higher level descriptions remove the present demand for extended pieces of work. Pupils can therefore carry out work which, while rigorous, does not place excessive demands on time and resources.

- The programmes of study identify the central ideas to be developed through the different key stages. Material thought not essential to the development of these has been removed. Areas of study show how topics develop across the key stages; the associated details indicate the depth of treatment required. This clarification should provide a sound foundation for planning schemes of work.
- Progression across the key stages can be seen in increasing depth of study, in increasing complexity of concepts, and in application of these concepts to a wider range of contexts.
- There is evidence from a range of sources that references to some knowledge, understanding and skills have been placed at an inappropriate level in the present Order. The new level descriptions take account of this evidence and such references are placed at the level considered most appropriate.
- The majority of pupils should continue to follow a Double Award Science course or courses leading to GCSE qualifications in the three separate sciences. The proposal for the Single Award programme of study is intended for the minority of pupils who have sound curriculum reasons for spending less time on science. The proposal is designed to lead to a GCSE course taught in 10 per cent of curriculum time. This will allow schools to make effective use of curriculum time for the pupils concerned.
- A better balanced and more accessible programme of study for Single Award Science at Key Stage 4 has been drawn up. This is designed to enable GCSE examining groups to devise syllabuses to offer access to the full range of GCSE grades and to be accessible to all groups of pupils. The content selected balances the need to consolidate and extend themes included at Key Stage 3 with the need to maintain interest, by the introduction of new areas of study. Not all themes included at Key Stage 3 are developed within the Key Stage 4 Programme of Study.

Design & Technology

The process of revising the design & technology (D&T) curriculum has been in train since the National Curriculum Council advised the Secretary of State on the problems with the current Order, in May 1992. The first set of revised proposals was published by the Secretary of State, in December 1992. In the light of the consultation carried out during the following months, NCC published revised recommendations for D&T in September 1993. Sir Ron Dearing's proposals for a review of the whole curriculum meant that the move to a draft Order was postponed so that D&T could be included in that process. NCC's Recommendations of September 1993 have formed the basis for the present revision.

The key features of the design and technology proposals are as follows.

- To clarify the nature of D&T, the following statement has been included in the programme of study for each key stage. 'Design and technology capability requires pupils to combine their designing and making skills with knowledge and understanding, in order to design and make products.'
- A single programme of study has been developed for each key stage. Each one is divided into three main sections which reflect the key aspects of the statement on capability:
 - designing skills and making skills (including planning and evaluating);
 - knowledge and understanding;
 - the range of activities required to ensure development of capability.
- NCC's Recommendations retained the study of food as a material for designing and making, along with the study of aspects of the food industry. However, they further recommended that food should be an optional area of study at Key Stage 3 in order to ensure some measure of flexibility and choice at this stage. During the Review, arguments have been put forward both for making food compulsory and for keeping it optional. Having considered these carefully, SCAA has endorsed NCC's Recommendations that food should be optional at Key Stage 3.
- At Key Stage 3, the proposals are based on a notional time of 63 hours a year instead of the 45 hours suggested in Sir Ron Dearing's Final Report. This has not added to the overall time for the National Curriculum, because time has been released by changing the way in which the allocation for information technology (IT) is calculated. This revised time allowance was agreed in order to allow sufficient time for practical activities involved in D&T.
- At Key Stage 4, a set of core requirements has been provided. This, combined with new GCSE Criteria, is intended to form the basis for examining bodies to develop a range of short and full courses which could be accredited in a variety of ways.

- The two attainment targets identified in the NCC's Recommendations, *Designing* and *Making*, have been retained.
- It is proposed that D&T and IT should be presented separately, enabling teachers of all subjects to have separate copies of the IT requirements, and that D&T should be separated from IT for assessment and reporting purposes.

Information Technology (IT)

Although they appear within the same Order, IT has been treated separately from D&T since the beginning of the revision of D&T in May 1992.

The key features of the information technology proposals are as follows.

- The programmes of study have been organised into themes to highlight key elements of capability and to show how these elements develop from one key stage to another.
- At Key Stages 1 and 2, the themes are:
 - Using IT to communicate and handle information;
 - Using IT to investigate.
- At Key Stage 3, these become:
 - Using IT to communicate and handle information;
 - Using IT to investigate
 - i modelling;
 - ii measurement and control technology.
- The programmes of study for Key Stages 1 to 3 have been written to reflect an assumed balance between the specific teaching of IT skills and their use in other subjects at each key stage. Thus, at Key Stages 1 and 2, it has been assumed that both the teaching and use of IT skills are likely to take place within the time schools allocate to other areas of the curriculum. At Key Stage 3, the proposals assume that on average half of the notional time allocation of 45 hours will be used to teach IT skills and knowledge, with an equal time allocation for pupils to apply IT within their work across the curriculum. It will obviously be for schools to decide the precise allocations.
- For Key Stage 4, a programme of study has been produced which allows pupils to develop their IT capability in other areas of the curriculum as an alternative to specialist IT courses. This recognises the need for flexibility and the wide range of courses pupils may follow.
- As indicated for D&T above, it is proposed that IT and D&T should be presented separately, enabling teachers of all subjects to have separate copies of the IT requirements, and that IT should be separated from D&T for assessment and reporting purposes.
- All programmes of study have been written to ensure they are not tied to existing technology.

History

The key features of the history proposals are as follows.

- The programmes of study ensure a predominant emphasis on British history, while providing opportunities to study classical history and aspects of local, European and world history. For pupils at Key Stage 3, there are increased opportunities to study twentieth-century history.
- A single attainment target called History replaces the three existing attainment targets. This:
 - emphasises the interrelatedness of the various elements of historical knowledge, understanding and skills;
 - avoids fragmentation and an artificial divide between knowledge, understanding and skills;
 - reduces considerably the burden of assessment and recording.
- The Key Stage 1 Programme of Study has been reduced and reorganised along the same lines as Key Stages 2 and 3. The specification of content precedes the identification of the key stage elements; these apply across the key stage and are not separate or additional items of content.
- The Key Stage 2 Programme of Study now contains four units with specifically prescribed content and four extension studies based on specific criteria. The amount of content within units has been reduced. The units and extension studies are not weighted and the assumption is that teachers will spend more time on the core units than on the extension studies. This flexible model enables teachers to extend, combine or complement the four core units in a variety of ways.

- At Key Stage 3, the number of units is reduced to six and content within units has been reduced. Some restructuring has taken place in recognition that the statutory history curriculum will now end at age 14. Two units have been revised to incorporate aspects which were previously in the Key Stage 4 Programme of Study. The two units on nineteenth- and twentieth-century history have been substantially reworked. Each unit now requires outline treatment of the main features of the period and a study of a related topic in order to:
 - ensure that all pupils are taught a broad outline of modern British and world history;
 - allow teachers to determine the emphasis in these two units so that they can relate them to whatever GCSE course may be followed in Key Stage 4.

As for Key Stage 2, the assumption is that teachers will spend more time on core units than on supplementary units.

Geography

The key features of the geography proposals are as follows.

- The main components identified in the current Order – skills, places and themes (physical, human and environmental geography) – have been retained and the interdependence between them is emphasised. In addition, the requirement for locational knowledge, as well as knowledge and understanding of particular places and their relations to the wider world, has been retained.
- A single attainment target called Geography replaces the five existing attainment targets. This revised structure:
 - emphasises the interrelatedness of the various elements of geographical knowledge, understanding and skills;
 - avoids fragmentation and an artificial divide between knowledge, understanding and skills;
 - reduces considerably the burden of assessment and recording.
- At Key Stage 1, reduction in content has been achieved by:
 - removing one of the three studies of places;
 - reducing the number of themes to be studied from nine (the current strands) to one.
- At Key Stage 2, reduction in content has been achieved by:
 - removing two of the five studies of places;
 - reducing the number of themes to be studied from 11 (the current strands) to five, while maintaining a balance between physical, human and environmental geography.
- At Key Stage 3, reduction in content has been achieved by:
 - removing five of the seven studies of places;
 - reducing the number of themes to be studied from 11 (the current strands) to nine, reducing the content of each and clarifying their focus.

The changes proposed reflect the fact that Key Stage 3 will represent the end of the study of geography for many pupils. Breadth and balance within the programme of study have been maintained by retaining most of the current themes, but reducing significantly the number of studies of places. The thematic studies, between them, must involve work at local, regional, national, international and global scales and in a range of contexts. The study of places will, therefore, remain a key element at Key Stage 3.

Modern Foreign Languages

The key features of the modern foreign languages proposals are as follows.

- Part I of the programme of study has been rationalised so that it is more accessible and easier to use in planning.
- In Part II, the seven areas of experience have been reduced to six by removing Area G (*The world of imagination and creativity*) as a discrete area. Essential elements of this area have been preserved by moving them to Part I. There is now a requirement at the beginning of Part I for pupils to ‘be given opportunities to explore imaginative and creative activities’ in both key stages.
- Broad topics to be included under each area of experience have been identified for study in each key stage. The examples have been removed to clarify the minimum content teachers are expected to cover. Only Areas A, B and C (*Everyday activities; Personal and social life; The world around us*) have to be studied in Key Stage 3. In order to slim down the curriculum and encourage greater depth of coverage, those areas most appropriate to pupils’ age and interests at Key Stage 3 have been retained.

- Areas D, E and F (*The world of work; The world of communications; The international world*) have been deferred until Key Stage 4.
- Pupils following a short course will now study all four attainment targets. This will keep open a range of options for progression post-16 by ensuring that all pupils at Key Stage 4 continue to develop the four language skills (listening, speaking, reading and writing). It should also allow those pupils who wish to apply their language skills in a more vocational context in order to gain nationally recognised accreditation in one or more of the four skills (eg as GNVQ/NVQ language units). Pupils following a short course in Key Stage 4 will study only three areas of experience.

Art

The key features of the art proposals are as follows.

- Each statement in the programme of study is linked across the three key stages to make continuity and progression more explicit.
- The three strands within the programmes of study relating to knowledge and understanding of art, craft and design have been reduced to two.
- The requirement to study history of artistic traditions and the particular contributions of artists, craftworkers and designers has been retained. However, the requirement for pupils to study works from early, Renaissance and later periods at Key Stage 2 has been lifted, giving primary teachers increased flexibility.
- The materials and methods to be included in the practical art curriculum at Key Stages 1 and 2 are specified to help primary teachers ensure a balanced programme of activities.
- The end of key stage statements have been rewritten as prose descriptions, in line with changes made to the 10-level scale in other subjects. They are designed to help teachers determine the extent to which their pupils' attainment relates to the expectation for most pupils. They provide the basis for teachers to summarise and report on pupils' attainment at or near the end of a key stage.

Music

The key features of the music proposals are as follows.

- The content of the programmes of study has been restructured into three parts:
 - introductory statements;
 - general programme of study;
 - key stage-specific programme of study.
- The introductory statements define the range of musical activities and breadth of repertoire for listening and performing.
- The general programme of study defines the opportunities given in each key stage. This part is common to all key stages, providing continuity of musical experience from 5 to 14. The opportunities have been grouped into six areas to provide a simple framework for planning, teaching and assessing.
- The key stage-specific programme of study defines the essential skills, knowledge and understanding which should be taught in each key stage. The number of statements in each key stage has been reduced through the removal of unnecessary overlap. Progression across key stages has been improved.
- The end of key stage statements have been rewritten as prose descriptions, in line with changes made to the 10-level scale in other subjects. They are designed to help teachers determine the extent to which their pupils' attainment relates to the expectation for most pupils. They provide the basis for teachers to summarise and report on pupils' attainment at or near the end of a key stage.

Physical Education

The key features of the physical education proposals are as follows.

- The current programmes of study have been rationalised to make them more accessible and helpful to teachers' planning.
- At Key Stage 1, the number of areas of activity has been reduced to three to make the curriculum more manageable. In addition schools may choose, as now, to teach *Swimming* using the programme of study for Key Stage 2.

Outdoor and Adventurous Activities has been deleted but orientation activities have been retained in the proposals for geography. *Athletic Activities* has been removed as a discrete area of activity.

- At Key Stage 2, pruning has taken place in all the programmes of study but less so for *Games*. It is important at this key stage that pupils begin to pursue discrete programmes of study for *Athletic Activities* and *Outdoor and Adventurous Activities*, so that they receive a balanced physical education which forms a platform for choice at Key Stage 3.
- At Key Stage 3, each area of activity other than *Games* has been split into two half-units. By requiring the study of *Games* as a full unit, one other full unit and two half-units, the statutory content has been reduced by some 25 per cent, or the equivalent of one area of activity. Breadth and balance have been preserved by requiring pupils to pursue four areas of activity; depth is achieved by the requirement to do *Games* and a full unit for one other area of activity. *Games* remains the central area of activity and must be pursued as a full unit in each year of the key stage. A more meaningful and discrete programme of study for *Swimming* has been written.
- At Key Stage 4, the provision of a discrete programme of study for *Swimming* provides continuity and progression from Key Stage 3. The recommendation that one of the two activities chosen should be a game is an extension of the requirements at other key stages. The overwhelming majority of pupils, some 90 per cent, participate in a game at this key stage. The recommendation reflects the opportunities that team games provide in promoting team spirit, good sportsmanship, self-discipline, and fair play.
- The end of key stage statements have been reworked to provide a clearer picture of what is expected at each key stage. They are broad descriptions written in prose so that they resemble the descriptions developed for other subjects. The revised statements can be used to summarise pupils' attainment and as a basis for interim reporting to parents at the end of a year as well as at the end of a key stage.



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From the Chairman
Sir Ron Dearing CB

30 March 1994

Dear Secretary of State

REVIEW OF SUBJECT CURRICULA

The Authority has now completed its review of the individual subject Orders on the lines set out in my final report of December 1993 on the National Curriculum and its assessment. I have pleasure in enclosing our proposals for each National Curriculum subject, together with an overview document summarising the changes and outlining the consultation process.

You will recall that I concluded in my report that urgent action was needed to reduce the statutorily required content of the National Curriculum and that the review of individual subjects should be guided by the need to:

- simplify and clarify the programmes of study
- reduce the volume of material to be taught
- reduce overall prescription so as to give more scope for professional judgement
- ensure that the Orders are written in a way which offers maximum support to the classroom teacher.

I believe we have made good progress in meeting these objectives and commend the proposals to you as a basis for consultation between May and July. Our consultation plans, including a proposed list of consultees, are summarised in the overview document enclosed. We see the consultation as a key element of the review process and believe that the views of teachers and others will be critical to the formulation of final Orders. The key objectives of the consultation will be:

- to explain the changes proposed from the existing curriculum and the rationale for the new drafts;
- to enable feedback from a wide range of consultees to inform further improvements to the proposals.

I look forward to receiving your agreement to proceed.

Georg-Eckert-Institut
für internationale
Schulbuchforschung
Braunschweig
-Schulbuchbibliothek-

The Authority is indebted to those who served on the subject and key stage advisory groups, which have worked so hard between January and March to advise us in this task. The Curriculum Council for Wales has worked with us in the development of proposals for subjects where Orders are currently common to England and Wales.

I am copying this letter and the proposals to the Secretary of State for Wales.

Yours sincerely

Rae Deane



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The Rt Hon JOHN PATTEN MP

Sir Ron Dearing
Chairman
School Curriculum and Assessment
Authority
Newcombe House
45 Notting Hill Gate
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15 April 1994

REVIEW OF THE NATIONAL CURRICULUM

Thank you for your letter of 30 March enclosing the Authority's advice on a revised National Curriculum in England in the form of proposed consultation documents. I am extremely grateful to the Authority's members and officers, and to all those teachers and others on the advisory groups, for all their hard work, and I congratulate all concerned on the progress which has been made against a very tight timetable.

This letter gives my response to SCAA's advice and commissions the Authority to undertake a statutory consultation on my proposals in England. For those subjects for which there is currently a joint Order for England and Wales (English, maths, science, technology, modern foreign languages and PE), the Secretary of State for Wales and I propose that there should continue to be a joint Order. John Redwood is replying separately to the Chairman of the Curriculum and Assessment Authority for Wales.

I am particularly pleased to see the emphasis given to competitive team games in key stages 1-3 of the PE Order, and your recommendation that games should be made a requirement at key stage 4 for the first time. I am also content to adopt SCAA's other proposals, subject to the following:

- i. I propose to include in other appropriate subject Orders, in addition to the Order for English, a reference to the need for teachers to give attention to the quality of pupils' English in the course of their work on these subjects. Such is the need to raise standards of literacy that I believe it is vital that teachers of other subjects, in addition to English teachers, should take every opportunity to improve their pupils' ability to speak and write correct English, not least so that pupils can gain full benefit from every subject;
- ii. I propose to clarify the intention that pupils should be specifically required to study British history at key stage 1;
- iii. I propose to include more non-statutory examples in the final Orders. I believe that this would, for most subjects, be more helpful to teachers and more efficient than publishing separate non-statutory guidance. I am concerned to keep the volume of documents going to schools to the absolute minimum although I note that the Authority advised that guidance would be particularly helpful for Information Technology;
- iv. now that the ten-level scale will not be used for assessment beyond key stage 3, I am minded not to retain levels 9 and 10 provided that I can be satisfied that this would not prove to be a disincentive to higher achievement for the most able pupils and their teachers.

I shall want to consider carefully these points, together with the other key issues highlighted in the Authority's consultation documents, in the light of SCAA's further advice following consultation. I would be grateful, therefore, if you would ensure that the above points are addressed in the course of consultation.

As to the detailed arrangements for consultation, you will know that, in respect of proposals for new National Curriculum Orders published after 1 October 1993, I am required by section 242 of the Education Act 1993 to make such arrangements as I consider appropriate. I am grateful for, and agree, the Authority's advice on what those arrangements should be, in particular:

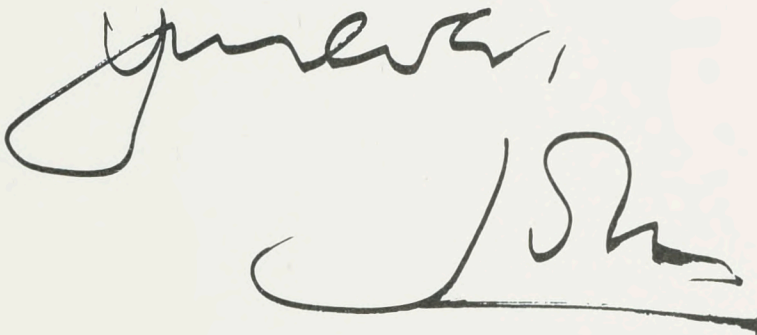
- i. that those consulted should include maintained schools, city technology colleges, local education authorities, and groups representing teachers, parents and employers, together with the other bodies listed in the introductory consultation document;
- ii. that the consultation should begin on 9 May and last until the end of July;
- iii. that the Authority should provide me with an analysis of responses, together with further advice, by the end of September;

- iv. that a report on the outcome of consultation should be published, and the Authority should also make available on request individual responses unless individual consultees would wish those responses to remain confidential.

Following SCAA's further advice, and subject to Parliamentary approval, I intend to make new Orders for all ten National Curriculum subjects and to circulate them to schools and others in January 1995. The Orders will come into force on 1 August 1995 in respect of all pupils in key stages 1-3, on 1 August 1996 in respect of pupils in the first year of key stage 4, and on 1 August 1997 in respect of all other pupils in key stage 4.

I would be grateful if the Authority would now proceed to consultation on the revised curricula, drawing the attention of all those consulted to this letter.

I am copying this to the Secretary of State for Wales.

A handwritten signature in black ink, appearing to read 'John Patten', written in a cursive style. The signature is positioned above the printed name.

JOHN PATTEN

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