

Curriculum Design (Primary)



The Four Contexts

The Four contexts (organisers) of the curriculum

Ethos and life of the school

The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community.

Curriculum areas and subjects

The curriculum areas are the organisers for setting out the experiences and outcomes. Each area contributes to the four capacities.

Interdisciplinary learning

The curriculum should include space for learning beyond subject boundaries.

Opportunities for personal achievement

Pupils need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and building motivation, resilience and confidence.

<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/index.asp>

Curriculum areas and subjects



The curriculum areas are the organisers for ensuring that learning takes place across a broad range of contexts, and offer a way of grouping experiences and outcomes under recognisable headings.

The experiences and outcomes describe the expectations for learning. Taken together, experiences and outcomes across the curriculum areas sum up national aspirations for every young person: the knowledge and understanding, skills, capabilities and attributes we hope they will develop.

'[Building the Curriculum 1](#)' focuses on the curriculum areas, each of which makes its own unique contribution to developing the four capacities. Each does so both within its own disciplinary contexts and through connections with other areas of learning.

The eight curriculum areas are:

Expressive arts, Health and wellbeing, Languages, Mathematics, Religious and moral education, Sciences, Social studies, Technologies

Curriculum areas are not structures for timetabling: establishments and partnerships have the freedom to think imaginatively about how the experiences and outcomes might be organised and planned for in creative ways which encourage deep, sustained learning and which meet the needs of their children and young people.

Subjects are an essential feature of the curriculum, particularly in secondary school. They provide an important and familiar structure for knowledge, offering a context for specialists to inspire, stretch and motivate.

Throughout a young person's learning there will be increasing specialisation and greater depth, which will lead to subjects increasingly being the principal means of structuring learning and delivering outcomes.

<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/index.asp>

Curriculum areas and subjects



Curriculum area/subject	Main or core method of delivery/resource	Partner organisations, groups, individuals	Events or contexts for application	Other features/notes
EXPRESSIVE ARTS <i>art & design, drama, music</i>				
HEALTH & WELLBEING <i>Personal & social development, health, PE</i>				
LITERACY/ENGLISH/GAIDHLIG				
LANGUAGES (ADDITIONAL)				
NUMERACY/MATHEMATICS				
RME <i>Christianity, other world religions, philosophy</i>				
SCIENCES <i>biology, chemistry, physics + environmental contexts</i>				
SOCIAL STUDIES <i>history, geography + social, political/economic/business contexts</i>				
TECHNOLOGIES <i>craft, design, engineering, graphics, food, textile, IT</i>				

Interdisciplinary learning



The curriculum should include space for learning beyond subject boundaries, so that children and young people can make connections between different areas of learning.

Interdisciplinary studies, based upon groupings of experiences and outcomes from within and across curriculum areas, can provide relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of children and young people.

Revisiting a concept or skill from different perspectives deepens understanding, and can also make the curriculum more coherent and meaningful from the learner's point of view.

Interdisciplinary studies can also take advantage of opportunities to work with partners who are able to offer and support enriched learning experiences and opportunities for young people's wider involvement in society.

Effective interdisciplinary learning:

- can take the form of individual one-off projects or longer courses of study
- is planned around clear purposes
- is based upon experiences and outcomes drawn from different curriculum areas or subjects within them
- ensures progression in skills and in knowledge and understanding
- can provide opportunities for mixed-stage learning which is interest-based.

The curriculum should include space for learning beyond subject boundaries, so that children and young people can make connections between different areas of learning.

<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/index.asp>

Interdisciplinary learning *and more . . .*



- Add rows as you see fit e.g. personal achievement, discrete curriculum/subject areas.
- Customise stages/CfE level.
- This is you starting to map out the seven to nine year plan (a snapshot in time plan, not a 2014/15 – 2023/24 plan!).

Stage / CfE level		Term 1	Term 2	Term 3
EXAMPLE Early or Early level class	IDL			
	Ethos/ Life			
EXAMPLE First or P2/3/4 stage	IDL			
	Ethos/ Life			
EXAMPLE Second or P5/6/7 stage	IDL			
	Ethos/ Life			
At all stages				

Interdisciplinary learning *and more . . .*



Stage		Term 1	Term 2	Term 3			
P5	IDL	Developing as an ECO school <i>Science, Tech, Social Studies</i>	An aspect of personal health/wellbeing <i>Science, Health/WB</i>	Meeting the needs of our community <i>Social Studies, Tech</i>			
	Ethos/life	ECO leaders		Food hygienists			
P6	IDL	Taking action on a local issue <i>Social Studies, RME</i>	Exploring conflict <i>Social Studies, RME H/W</i>	Scotland's influence on the world <i>Social Studies, Science, Tech</i>			
	Ethos/life	Sports Leaders		Peer supporters			
P7	IDL	Personal dev through a residential experience <i>H/WB, Social Studies</i>	Designing the future <i>Technologies, Science, Exp Arts</i>	UN millennium goals: playing our part <i>RME, Social Studies</i>			
	Ethos/life	Pre-five leaders		First Aiders			
At all stages		Mod	Christmas Show	Burns Supper	Easter Fair	Sports Relief	Learning Festival

Notes:

- 1 Each Interdisciplinary Learning theme is open to personalisation by pupils and teacher. Pupils and teacher will jointly plan their approach to each theme e.g. 'Exploring conflict' could lead to a specific study of the Scottish Wars of Independence, or a wider study of various world conflicts, or a look at conflict within relationships, school life (bullying) etc.
- 2 Breadth, Personalisation & Choice and Relevance are major design principles of this school's interdisciplinary learning programme.
- 3 Where curriculum areas are not covered within interdisciplinary learning or other themes in a particular term, these will be presented as discrete areas following an agreed course or programme **and could be shown on this table by adding a row for each stage.**
- 4 The school should now identify the curriculum subjects potentially included in other areas e.g. there looks to be a major health and wellbeing focus in the second row of themes e.g. peer supporters, food hygiene, and a expressive arts focus in several of the whole school themes e.g. Christmas Show.

Ethos and life of the school



The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community, including parents of children and young people.

All members of staff should contribute through:

- open, positive, supportive relationships where children and young people will feel that they are listened to.
- promoting a climate in which children and young people feel safe and secure.
- modelling behaviour which promotes effective learning and wellbeing within the school community.
- being sensitive and responsive to each child or young person's wellbeing.

Children and young people should be encouraged to contribute to the life and work of the school and, from the earliest stages, to exercise their responsibilities as members of a community.

This includes opportunities to participate responsibly in decision-making, to contribute as leaders and role models, to offer support and service to others and to play an active part in putting the values of the school community into practice.

<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/index.asp>

Ethos and life of the school



We do, or could, develop skills and recognise achievement and support our pupils to profile their achievements within the following areas of the life of our school. Where appropriate we do, or could, plan learning within these areas.

Participating responsibly in decision making + stage

e.g. *Planning learning environment (Pre- 5)*
Pupil Forum (P1-P7)

Contributing as leaders and role models + stage

e.g. *Games leaders (Pre-5)*
Pupil led lunchtime clubs (P6/7)

Offering support and service to others + stage

e.g. *New P1 buddies (New P2 pupils)*
Senior Citizen lunch club (all)

Playing an active part in putting the values of the school community into practice + stage

e.g. *Clan Captains (P6/7)*
New P1 buddies (New P2 pupils)

Ethos and life of the school



The activities noted below are, or could be, planned (with partners as appropriate) to allow for the development and progression of skills within the Experiences and Outcomes. Learning and achievement is, or could be, reviewed and logs/profiles updated as agreed by learner/mentor. Where pupils are expected to take on responsibilities and leadership roles, a planned programme of training takes place, or could take place, and regular reflection is, or could be, built in.

Area of activity	Early level: Nursery – P1	First Level: P2 – P4	Second Level: P5 – P7
Participating responsibly in decision making			
Contributing as leaders and role models			
Offering support and service to others			
Playing a active part in putting the values of the school community into practice			

Opportunities for personal achievement



Personal achievement provides children and young people with a sense of satisfaction and helps to build motivation, resilience and confidence.

The **experiences and outcomes** include opportunities for a range of achievements in the classroom and beyond.

All establishments need to plan to offer opportunities for achievement and to provide the support and encouragement which will enable young people to step forward to undertake activities which they find challenging.

This is one of the key areas where schools need to work closely with voluntary youth organisations to help young people access information and opportunities and make their voices heard.

<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/index.asp>

Opportunities for personal achievement



We do, or could, support our pupils to recognise achievement, discuss skills developed and where appropriate set targets within the following settings:

After school/lunchtime clubs and organised activities in which our pupils develop skills and achieve + stage

e.g. *After school cooking club P6/7*
School Choir P4-7

Other organised activities not included in subject areas and IDL in which our pupils develop skills and achieve + stage

e.g. *Summer show Pre-5 to P7*
Debating competition P6/7

External organised clubs and activities in which our pupils develop skills and achieve + stage

e.g. *Local shinty club P1-P7*
Local Feis P3-P7

Other individual personal achievement e.g. outside locality, outside structured club environment etc. + stage

e.g. *Regional Swimming Squad (one P6 pupil)*
Private music tuition achievements (several pupils, P3-P7)

Opportunities for Personal Achievement



Where children and young people take part in the activities noted below, achievement is recognised and where appropriate development and progression of skills within the Experiences and Outcomes identified. Achievement and progress is included in learning logs/profiles as agreed by learner/mentor. Where practical and appropriate, the school works in partnership with providers to develop and enhance opportunities.

Area of activity	Early level: Nursery – P1	First Level: P2 – P4	Second Level: P5 – P7
After school/lunchtime clubs and organised activities in which our pupils develop skills and achieve			
External organised clubs and activities in which our pupils develop skills and achieve			
Other organised activities not included in subject areas and IDL in which our pupils develop skills and achieve			
Other individual personal achievement/opportunities e.g. outside locality, outside structured club environment etc.			