

This book explains some aspects of the National Curriculum (NC) for key stages 3 and 4. It concentrates on the three core subjects of English, mathematics and science. Information about the revised NC in relation to the non-core foundation subjects, non-statutory subject guidelines and the National Curriculum general requirements can be found in *Filling the Gaps* in this series.

The Key Stage 3 National Strategy

www.dfes.gov.uk/keystage3/

The Key Stage 3 National Strategy is about making education for 11-to 14-year-olds challenging, demanding, vigorous and inspiring across the whole curriculum. The challenge is to build on the success of primary schools and to achieve much higher standards for 14-year-olds than has been achieved previously.

The Key Stage 3 National Strategy is based on four principles.

- **Expectations:** establishing high expectations for all pupils and setting challenging targets for them to achieve.
- **Progression:** strengthening the transition from key stage 2 and ensuring good progression in teaching and learning across key stage 3.
- **Engagement:** promoting approaches to teaching and learning to engage and motivate pupils and demand their active participation.
- **Transformation:** strengthening teaching and learning through a programme of professional development and practical support.

The five strands of the Key Stage 3 National Strategy are:

- English from 2001
- mathematics from 2001
- science from 2002
- ICT from 2002
- Teaching and learning in the foundation subjects (TLF) from 2002

How each of these strands relates to these four principles of the National Strategy can be found on the DfES website. Go to the home page (www.standards.dfes.gov.uk/keystage3/strands/).

On the DfES website you will also find information about forthcoming developments (www.standards.dfes.gov.uk/keystage3/strands/). The Key Stage 3 National Strategy produces materials and resources to support schools in raising standards at key stage 3. The website lists the publications and details how to order them. Some publications are produced in full on the website, in part and/or as downloadable files (www.standards.dfes.gov.uk/keystage3/publications/).

Chapter 1: The National Curriculum

This chapter explains where and when the NC applies and how it is structured. It draws your attention to the other statutory areas of the curriculum and to non-statutory areas that you might be asked to teach. The general requirements of the NC are listed and the need for you to consult the *National Curriculum Handbook for secondary teachers in England* when planning is stressed.

Chapters 2, 3 and 4: English, mathematics and science

The emphasis in all these core subject chapters is on updating your skills and knowledge in terms of the NC, the Key Stage 3 Strategy and the *Frameworks for teaching English, mathematics and science: Years 7, 8 and 9*.

Supply teachers teaching in a department other than English or mathematics need to be aware that the *Frameworks* refer to literacy and numeracy across the curriculum and separate material and training have been produced as part of the Key Stage 3 National Strategy. Much of the training material is on the DfES website. In addition, a new strategy for teaching science through a pilot programme is being implemented as part of the Key Stage 3 Strategy which will be introduced nationally in 2002/2003.

This book deals with the core subjects. The non-core foundation subjects are dealt with in much less detail in the book *Filling the Gaps*. It must be stressed that the information provided here will not equip you with the necessary knowledge and skills needed to teach these subjects in secondary schools. This material is designed to raise your awareness of some of the issues you might need to find out about.