

### This section focuses on:

- 1.1 The National Curriculum;
- 1.2 Statutory and non-statutory assessment;
- 1.3 The revised National Curriculum.

### 1.1 WHAT IS THE NATIONAL CURRICULUM?

The National Curriculum was established by the Education Reform Act, 1988. It defines the minimum educational entitlement for pupils of compulsory school age. The Education Reform Act, 1988, and the Education Act, 1997, require all state schools to provide pupils with a curriculum that:

- is balanced and broadly based;
- promotes their spiritual, moral, cultural, mental and physical development;
- prepares them for the opportunities, responsibilities and experiences of adult life;
- includes, in addition to the National Curriculum, religious education and, for secondary pupils, sex education and careers education.

The National Curriculum does not constitute the whole curriculum. Schools have discretion to develop the whole curriculum to reflect their particular needs and circumstances. The National Curriculum applies to all pupils aged 5–16 in maintained schools. It does not apply in independent schools, although they might choose to follow it.

The subjects covered by the National Curriculum are identified on the following pages. The content of each National Curriculum subject is defined in a Statutory Order (see the National Curriculum website). Each Order consists of:

- **common requirements**, which relate to access to the curriculum;
- the **programme of study**, which sets out the minimum knowledge, understanding and skills for each subject at each key stage;
- **attainment target(s)**, which define the expected standards of pupil performance in terms of level descriptions or end of key stage descriptions.

Qualifications and Curriculum Authority (QCA) is responsible for monitoring, disseminating and reviewing the National Curriculum. In addition, it is committed to working with the Department for Education and Skills (DfES), the Office for Standards in Education (OFSTED) and other agencies in a variety of contexts.

[www.nc.uk.net](http://www.nc.uk.net)

[www.nc.uk.net/prog\\_study.html](http://www.nc.uk.net/prog_study.html)

[www.qca.org.uk](http://www.qca.org.uk)

[www.standards.dfee.gov.uk](http://www.standards.dfee.gov.uk)

## 1.2 HOW AND WHEN ARE PUPILS ASSESSED?

QCA publishes its statutory Assessment and Reporting Arrangements for:

Key stage 1

[www.qca.org.uk/ca/tests/ara/ks1\\_main.asp](http://www.qca.org.uk/ca/tests/ara/ks1_main.asp)

Key stage 2

[www.qca.org.uk/ca/tests/ara/ks2\\_main.asp](http://www.qca.org.uk/ca/tests/ara/ks2_main.asp)

Key stage 3

[www.qca.org.uk/ca/tests/ara/ks3\\_main.asp](http://www.qca.org.uk/ca/tests/ara/ks3_main.asp)

[www.qca.org.uk/ca/edlevels.asp](http://www.qca.org.uk/ca/edlevels.asp)

[www.qca.org.uk/ca/tests/tests\\_ks1.asp](http://www.qca.org.uk/ca/tests/tests_ks1.asp)

[www.qca.org.uk/ca/tests/tests\\_ks2.asp](http://www.qca.org.uk/ca/tests/tests_ks2.asp)

[www.qca.org.uk/ca/tests/tests\\_ks3.asp](http://www.qca.org.uk/ca/tests/tests_ks3.asp)

QCA exemplification of pupils' work  
[www.ncaction.org.uk](http://www.ncaction.org.uk)

Pupils are statutorily assessed, using the national tests, at the end of the three key stages. They will normally be aged 7, 11 and 14 when national testing occurs, although a minority may be slightly younger or older. A typical seven-year-old will normally be working at level 2, a typical eleven-year-old will normally be working at level 4 and a typical fourteen-year-old will normally be working at level 5 or level 6 (see QCA website).

QCA develops the statutory tests and tasks for the end of key stages 1, 2 and 3. QCA is committed to producing high-quality statutory materials and related supporting documents, and modified materials for pupils with special assessment needs, such as large print papers or 'papers' in braille are also available. It manages the external marking of the statutory key stages 2 and 3 tests and ensures that all marking is of a consistently high quality. QCA also monitors the administration of the tests.

QCA produces the following statutory assessment materials:

- assessment at key stage 1: in English and mathematics;
- assessment at key stage 2: in English, mathematics and science;
- assessment at key stage 3: in English, mathematics and science.

In addition to national testing at the end of the three key stages, teacher assessment of a child's progress is required. In order to support teachers when they assess their pupils, optional tests for use with pupils in Years 3, 4, 5, 7 and 8 have been developed.

Pupils working at levels 1–2 at key stage 2 and at levels 1–3 in English and levels 1–2 in mathematics and science at key stage 3 are assessed through teacher assessment alone. Pupils assessed by their teachers as working at level 4 at key stage 1 may undertake the key stage 2 levels 3–5 tests in English and mathematics. An assessment review was carried out in 2000 and changes to the National Curriculum tests might be introduced from 2003.

QCA uses pupils' work and case-study material to show what the National Curriculum looks like in practice. There are examples of pupils' work at different ages and key stages. The commentary explains why a piece of work shows a pupil's performance in relation to particular aspects of the level description. On the website are examples of pupils' work at key stages 1, 2 and 3 in the following subject areas:

- Art and design;
- Geography;
- Information and communication technology (ICT);
- Modern foreign languages;
- Physical education;
- Design and technology (DT);
- History;
- Music;
- Science.

Available in 2002:

- English;
- PSHE;
- Mathematics;
- Citizenship.

### I.3 HOW DID THE NATIONAL CURRICULUM CHANGE IN AUGUST 2000?

[www.qca.org.uk/ca/5-14/revised2000/](http://www.qca.org.uk/ca/5-14/revised2000/)

The National Curriculum was revised at all key stages and in all subjects in August 2000, except for:

- the key stage 4 programmes of study for mathematics, science, design and technology, modern foreign languages and physical education, which became statutory in August 2001;
- the key stages 3 and 4 programmes of study for citizenship, which become statutory from August 2002.

#### Change and continuity

The main aim of the NC review was to ensure that any necessary changes would promote stability in schools and enable them to focus on raising standards of pupil attainment. Most of the changes are designed to make teaching requirements clearer and to increase the flexibility available to schools to develop their curriculum in ways that best meet the needs of their pupils.

No changes were made to:

- the structure of key stages;
- standards (minor rewording in some level descriptions is designed to provide greater clarity);
- statutory assessment arrangements;
- the requirement to provide religious education to all pupils except those withdrawn by their parents or guardians;
- the requirements for primary schools to provide and keep up to date a written statement of their policy on sex education, and for secondary schools to provide sex education to all pupils;
- the requirement to provide careers education for pupils from Year 9 to Year 11.

#### A 'new look' National Curriculum

The revised programmes of study have a new structure and design. The new format is common to all subjects and sets out the knowledge, skills and understanding and the breadth of study requirements as two distinct parts.

The materials sent to schools consisted of:

- *The National Curriculum Handbook for primary teachers in England, key stages 1 and 2;*
- *The National Curriculum Handbook for secondary teachers in England, key stages 3 and 4;*
- twelve *subject booklets*, which include the teaching requirements for the subject at all relevant key stages.

For more information about the changes, see Chapter 1: Section 3 to Section 6

These materials can also be found on the National Curriculum website [www.nc.uk.net](http://www.nc.uk.net)

**A more explicit rationale**

For the first time, a rationale has been included as an introduction to the revised National Curriculum.

**Values, aims and purposes**

[www.nc.uk.net/aims\\_values.html](http://www.nc.uk.net/aims_values.html)

The statement appears at the beginning of the National Curriculum handbooks and sets out the values and purposes underpinning the school curriculum, the aims for the school curriculum and lists the four main purposes of the National Curriculum:

- to establish an entitlement;
- to establish standards;
- to promote continuity and coherence;
- to promote public understanding.

**A stronger emphasis on inclusion: providing effective learning opportunities for all pupils**

[www.nc.uk.net/inclusion/html](http://www.nc.uk.net/inclusion/html)

A new statutory inclusion statement replaces and extends the statutory statements on access. The new statement sets out three key principles for inclusion, which schools should consider at all levels of curriculum planning:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Information is given in *Setting suitable learning challenges* about the curriculum flexibility available and the action that schools should take to ensure that all pupils are presented with learning opportunities relevant to their attainments to enable them to progress and to achieve positive outcomes.

In *Responding to pupils' diverse learning needs*, specific reference is made to the action necessary to ensure that all pupils are enabled to achieve, including boys and girls, pupils with Special Educational Needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups, including travellers, refugees and asylum seekers, and pupils from diverse linguistic backgrounds.

In *Overcoming potential barriers to learning and assessment*, specific reference is made to the provision that should be made to meet the individual requirements of pupils with SEN, pupils with disabilities and pupils for whom English is an additional language (EAL).

Extracts taken from [www.qca.org.uk/ca/5-14/revise2000/](http://www.qca.org.uk/ca/5-14/revise2000/)

The inclusion statement includes non-statutory examples of the action schools might take to meet pupils' particular needs and requirements, with reference to particular subjects as appropriate. Additional, non-statutory information on inclusion that is specific to a subject has been included in the subject booklets.

# Chapter 1: Section 2: Curriculum guidance for the foundation stage

## This section focuses on:

- 2.1 What the foundation stage is;
- 2.2 How the *Curriculum guidance* is structured;
- 2.3 How 'Stepping Stones' are related to early learning goals;
- 2.4 The principles on which the *Curriculum guidance* is based;
- 2.5 How to use the *Curriculum guidance* when planning a range of appropriate activities to meet the diverse needs of children;
- 2.6 Planning for learning: supplementary practical guidance for the foundation stage;
- 2.7 How to assess children's work;
- 2.8 How to manage the work of other adults in the classroom.

## 2.1 WHAT IS THE FOUNDATION STAGE?

The foundation stage begins when children reach the age of three, and lasts until the end of the Reception Year in school, when children will progress to the National Curriculum (NC) key stage 1 in Year 1.

With the introduction of the foundation stage, schools are organising their provision in a variety of ways. Practitioners might find themselves in an environment where children from ages three to five years and eleven months are taught in one unit. Alternatively, there might be separate provision in a nursery or Reception class, or children might experience a range of settings, which could be on a full- or part-time basis.

[www.qca.org.uk/cal/foundation/guidance/curr\\_guidance.asp](http://www.qca.org.uk/cal/foundation/guidance/curr_guidance.asp)

	<b>January</b>	<b>September</b>	<b>September</b>	<b>September</b>
A September-born child	3 years 3 months old, joins nursery class	3 years 11 months old, in nursery class	4 years 11 months old, joins Reception class	5 years 11 months old, joins Year 1
An August-born child	2 years 4 months old, at home	3 years old, joins playgroup	4 years old, joins Reception class	5 years old, joins Year 1



### Optional Task

Read the table on page 7 of *Curriculum guidance for the foundation stage* (DfEE/QCA, 2000), which can be found at the website: [www.qca.org.uk/cal/foundation/guidance/curr\\_guidance.asp](http://www.qca.org.uk/cal/foundation/guidance/curr_guidance.asp)

The table shows some of the different settings that children experience before and during the foundation stage.

List some of the significant issues that this chart raises for you as a teacher in the foundation stage.

## 2.2 HOW IS CURRICULUM GUIDANCE FOR THE FOUNDATION STAGE STRUCTURED?

[www.qca.org.uk/cal/foundation/planning\\_for\\_learning.asp](http://www.qca.org.uk/cal/foundation/planning_for_learning.asp)

The *Curriculum guidance* is to help practitioners meet the diverse needs of all children in the foundation stage in a range of settings. Guidance is given to enable practitioners to plan effective activities and structure a curriculum in the following six areas of learning:

- personal, social and emotional development;
- communication, language and literacy;
- mathematical development;
- knowledge and understanding of the world;
- physical development;
- creative development.

The *Curriculum guidance* website can be found in full on the QCA website

[www.qca.org.uk/cal/foundation/guidance/curr\\_guidance.asp](http://www.qca.org.uk/cal/foundation/guidance/curr_guidance.asp)

[www.qca.org.uk/cal/foundation/elg/index.asp](http://www.qca.org.uk/cal/foundation/elg/index.asp)

By the end of the Reception Year most children are expected to achieve a set of goals in each area of learning; the term used for these is the early learning goals. The *Curriculum guidance for the foundation stage* (DfEE/QCA, 2000) provides examples of what children and practitioners may do in order for children to progress in each area of learning from the age of three to achieving the goals at the end of the Reception year. The goals for mathematical development and communication, language and literacy are consistent with the key objectives for the Reception Year in the *National Literacy Strategy Framework for teaching Reception to Year 6* and *The Framework for teaching mathematics from Reception to Year 6*. The National Curriculum at key stage 1 builds on the early learning goals.



### Optional Task

Read pages 28–31 of *Curriculum guidance*, which introduce learning in the area of personal, social and emotional development.

Think about how this will help you to plan for effective teaching and learning in this area across the age range.

## 2.3 WHAT ARE 'STEPPING STONES' AND HOW ARE THEY RELATED TO THE EARLY LEARNING GOALS?

To help you plan activities that will meet the needs of children at different stages of development in the six areas of learning, 'Stepping Stones' are identified. The Stepping Stones are not age related but do represent the progression in children's learning from the beginning to the end of the foundation stage. The progression is shown through different-coloured bands.



### Optional Task

Read pages 32–33 of *Curriculum guidance* that show the Stepping Stones leading towards three of the early learning goals for personal, social and emotional development.

Think about the ways in which children progress along the Stepping Stones, the effect this has on the experiences they might engage in along the way, and the role of the adult in the learning experience.

## 2.4 WHAT ARE THE PRINCIPLES THAT UNDERPIN YOUNG CHILDREN'S LEARNING?

### Optional Task

Think about the principles that underpin your beliefs and values about young children's learning. Write three key principles and justify why these are important to you.

How will these principles be reflected in your practice?

Read pages 11–13 of *Curriculum guidance* ([www.qca.org.uk/pdf.asp?/cal/foundation/guidance/principles.pdf](http://www.qca.org.uk/pdf.asp?/cal/foundation/guidance/principles.pdf)). The principles cited here form the basis of the guidance.

How do these principles compare with those you have written and those cited by Tina Bruce?

### Optional Task

Read pages 12–17 of *Curriculum guidance* which sets out common features of effective practice linked to the principles for Early Years education and gives examples of how they might be put into practice in a range of settings.

It is commonly accepted in the Early Years field that children do not make a distinction between 'play' and 'work' and neither should practitioners.

Think about what the role of play is in putting the principles for Early Years education into practice.

How could the notion of play be developed to extend children's learning from the beginning of the foundation stage to the end?

*'Principles are concerned with what we believe and must underpin everything we do. This seems obvious, yet many Early Years workers find it difficult to talk about what they believe. If asked to write down their principles they frequently write down what they do, rather than what they believe ... Early Years workers need to recognise that their own personal beliefs are not enough, and principles must be derived from and supported by, evidence drawn from the research and theory of Early Childhood education and Child Development. Evidence to support principles also comes from workers' experience with and observations of children.'*

Lally, M in Campbell, R and Miller, L (eds.) (1995) *Supporting children in the Early Years*.

### Underlying Principles of Childhood Education from *Early Childhood Education* by Tina Bruce (1987)

1. Childhood is seen as valid in itself, as part of life and not simply as preparation for adulthood. Thus education is seen similarly as something of the present and not just preparation and training for later.
2. The whole child is considered to be important. Health, physical and mental, is emphasised, as well as the importance of feelings and thinking and spiritual aspects.
3. Learning is not compartmentalised, for everything links.
4. Intrinsic motivation, resulting in child-initiated, self-directed activity, is valued.
5. Self-discipline is emphasised.
6. There are specially receptive periods of learning at different stages of development.
7. What children can do (rather than what they cannot do) is the starting point in the child's education.
8. There is an inner life in the child that emerges, especially under favourable conditions.
9. The people (both adults and children) with whom the child interacts are of central importance.
10. The child's education is seen as an interaction between the child and the environment the child is in, including, in particular, other people and knowledge itself.

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## 2.5 HOW CAN CURRICULUM GUIDANCE FOR THE FOUNDATION STAGE SUPPORT MY PLANNING AND TEACHING?



### Optional Task

Use *Curriculum guidance* to support you. Choose one of the early learning goals for knowledge and understanding of the world at the bottom of page 86.

Plan an adult-initiated activity for a small group of children to meet this goal and consider your role. Make sure that the activity you describe will enable children to progress along the Stepping Stones to meet the goal.

How will you adapt the activity and your role to meet the children's needs at different points of the foundation stage?

How would you encourage the children to record their findings? How would you differentiate this to meet the varying needs of children?

*Curriculum guidance* discusses how teaching involves many aspects, including planning and creating an effective learning environment. The quality of provision is emphasised, so it is important for you to have a sound knowledge and understanding of how young children learn and what is to be taught. 'Young children do not come into a setting in a neat package of social, emotional, physical and intellectual development' (page 22). Therefore, teaching and learning styles and strategies should differ to meet the varying needs of the children. The guidance sets out goals that the majority of children should have achieved by the end of the foundation stage. These goals, the Stepping Stones, observations of children learning and their age will help you to plan activities for children at various stages of cognitive, physical and social/emotional development.

Examples of what children can do and what you need to do are given as guidance only. You will need to plan your own activities to meet the needs of the children in the context in which they are working. Some of these activities will be adult-initiated, some will be independent activities where the adult provides the resources and the children are encouraged to explore and investigate their own possibilities for learning. Some will be planned and initiated by the children themselves, others may be spontaneous. For most of the day, these different types of activity will take place simultaneously.

The planning sheet on page 26 is intended to help you think about the headings you might use when planning adult-initiated activities. You need to think about how your plan demonstrates the holistic nature of children's learning and the ways in which young children learn.



### Optional Task

Using *Curriculum guidance* to support you, choose the goal 'Find out about and identify, some features of living things, objects and events they observe'.

Plan independent activities resourced by the adult to work towards this goal. You will need to think about resources that provide opportunities for children to develop a range of skills. It might be helpful for you to consider some of the following experiences which are commonly on offer in the foundation stage:

- small-world play;
- sand and water play;
- role-play;
- writing area;
- construction play;
- play with natural and malleable materials;
- outdoor play;
- book area and creative area.

<b>Date:</b>		<b>Class:</b>
<b>Learning intentions. Link to Stepping Stones/early learning goals</b>	<b>Activity details (including the sequence of the activity if appropriate)</b>	<b>Role of the adult</b>
<b>Organisation</b>	<b>Key vocabulary and questions</b>	<b>Resources</b>
<b>Differentiation</b>	<b>Opportunities for observation</b>	<b>Assessment method</b>

## Weekly planning

The following excerpt from a weekly plan, which shows activities to work towards the goal ‘*Investigate objects and materials by using all of their senses as appropriate*’, might help you to think about the task on the previous page, but it must be remembered that a variety of other activities will be on offer that will work towards the goals in many other areas of learning. Remember to use the Stepping Stones when planning.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Natural Materials</b>	Potting compost, bark chips, sticks, logs, trowels, garden forks	As Monday	As Monday, but add magnifying glasses	As Wednesday, but add a surprise element – play insects/creatures	As Thursday
<b>Water</b>	Water with pond weed and logs – buckets, sieves and spoons	As Monday	Add shells, snail shells, play frog/toad	As Wednesday	As Wednesday, but add play fish of different colours and sizes
<b>Malleable Materials</b>	Playdough coloured green with a variety of tools – rolling pins, garlic crushers, cutters	As Monday	As Monday, but add a food essence, eg. almond	Clay, with the same variety of tools	As Thursday

Many teachers use a topic approach to planning. The topics chosen are usually around familiar themes, such as ‘Teddy Bears’ Picnic’ or ‘All About Me’. However, some activities will stand outside the topic, such as water play.

## 2.6 WHAT SUPPLEMENTARY GUIDANCE IS AVAILABLE?

*Planning for learning: supplementary practical guidance on planning in the foundation stage (QCA, 2000)* should be read in conjunction with the *Curriculum guidance*. Some foundation stage teachers have a great deal of experience in planning, for others it is a new aspect of their work. This booklet has been developed to help those who are less experienced plan successfully and in a way that is manageable. For those with more experience, it will help when reviewing their plans. The planning guidance is different from that contained in *Curriculum guidance*, which emphasises detailed written planning and has a concise and simple format.

To obtain a copy of the booklet tel: 01787 884444 ref. QCA/01/799

[www.qca.org.uk/cal/foundation/planning\\_for\\_learning.asp](http://www.qca.org.uk/cal/foundation/planning_for_learning.asp)

The booklet gives guidance on long-term and short-term planning, and includes examples from five settings. Differences, such as number and age of the children, the length of time spent in a setting, the number of staff and the educational philosophy of the setting will influence the way you plan. Each of the five examples gives a commentary on how practitioners approach the planning process, together with extracts from their written plans.

## 2.7 HOW CAN I ASSESS CHILDREN'S LEARNING IN THE FOUNDATION STAGE?

The observation and assessment of children is a key principle, that underpins effective teaching and learning in the foundation stage.



### Optional Task

Read page 24 of *Curriculum guidance* ([www.qca.org.uk/cal/foundation/guidance/curr\\_guidance.asp](http://www.qca.org.uk/cal/foundation/guidance/curr_guidance.asp))

Think about:

- what strategies you would use to involve parents in the assessment process;
- how you might organise your day/week to enable you to make detailed observations of children in a variety of situations;
- how you might assess children's learning in an adult-initiated activity against your intended learning objectives;
- how you might record your observations and assessments;
- how your assessments will inform your planning and provision.

### What is baseline assessment?

For more information, see [www.qca.org.uk/cal/foundation/baseline/index.asp](http://www.qca.org.uk/cal/foundation/baseline/index.asp)

See also 'Getting Started' in this series

From September 1998, all maintained schools in England were required to choose and implement one of the 90 accredited baseline assessment schemes. At present all children aged four or five admitted to school are assessed using the adopted scheme within the first seven weeks of starting school. Children must be assessed, regardless of whether they attend full or part time. From September 2002 baseline assessment will be replaced by a single national scheme, the Foundation Stage Profile, to be completed at the end of the foundation stage.

## 2.8 HOW SHOULD I MANAGE THE WORK OF OTHER ADULTS IN THE CLASSROOM?



### Optional Task

Think about the qualities and attitudes you will need to enable you to demonstrate these skills – for example, understanding, flexibility.

*For more information about working with adults, see 'Classroom and Behaviour Management' Chapter 2: Section 8 in this series*

Within the foundation stage you are likely to be involved with a variety of other adults in the classroom – for example, nursery nurses, classroom assistants, a support worker for a child with Special Educational Needs (SEN), and parent volunteers. As the class teacher it is your responsibility to manage this valuable resource. You will have to be able to demonstrate a range of skills, for example:

- a variety of interpersonal skills;
- the ability to share the philosophy of the school and the routines of the classroom;
- the ability to delegate tasks and activities;
- the ability to plan for the effective deployment of these adults;
- the ability to understand the need to explain issues of confidentiality.

It is important that other adults in your classroom feel valued. One way of demonstrating this is to show the adult that you have considered her/his presence when planning for the day. If you are expecting the adult to work with a group of children on an activity initiated by you, you could give them a planning/feedback sheet similar to the example on page 30. You would complete the first section so that the assistant is clear about your expectations. The assistant would complete the second section, during or after the activity, to give you feedback about the children's responses. You would then complete the third section in which you identify targets for future action. This information can then guide your future planning and provision. Alternatively, this sheet could be used solely for your own assessment purposes.

<b>SECTION 1: PLANNING</b>	
<b>Activity</b>	<b>Resources needed</b>
<b>Key learning objectives</b> 1.	<b>Key vocabulary and questions</b>
2.	
3.	

<b>SECTION 2: FEEDBACK</b>				
Children's names	Key objectives	Met objectives	Needs further help	Comments
	1			
	2			
	3			
	1			
	2			
	3			
	1			
	2			
	3			
	1			
	2			
	3			
	1			
	2			
	3			

<b>SECTION 3: TARGETS FOR FUTURE ACTION</b>

# Chapter 1: Section 3: National Curriculum: key stage 1, revised 2000

## This section focuses on:

- 3.1 What constitutes the National Curriculum for key stage 1 in England and how it is structured;
- 3.2 What the programmes of study are for each subject in the National Curriculum at key stage 1;
- 3.3 The general requirements;
- 3.4 The National Curriculum attainment targets and level descriptions for key stage 1;
- 3.5 The links between the National Curriculum and the *Curriculum guidance*;
- 3.6 The links between the National Curriculum and the National Literacy and Numeracy Strategies.

## 3.1 WHAT IS THE NATIONAL CURRICULUM FOR KEY STAGE 1 IN ENGLAND?

### The National Curriculum: Years 1 and 2

[www.nc.uk.net/subject\\_key.html](http://www.nc.uk.net/subject_key.html)

The revised National Curriculum was introduced in August 2000. The National Curriculum for key stage 1 starts at the beginning of Year 1 and finishes at the end of Year 2, when children are formally assessed by National Curriculum tests in mathematics and English (reading, writing and spelling).

Statutory Subjects	Areas covered
English	Speaking and listening; Reading; Writing
Mathematics	Using and applying mathematics; Number; Shape, space and measures
Science	Scientific enquiry; Life processes and living things; Materials and their properties; Physical processes
Design and technology	Designing; Making
Information and communication technology	Exploring and discussing experiences of ICT; Developing ideas; Presenting ideas
History	Chronology; Historical knowledge and understanding; Historical interpretation; Historical enquiry; Organisation and communication
Geography	Geographical skills; School locality; A contrasting locality; Fieldwork investigations
Art and design	Investigating and making; Knowledge and understanding
Music	Performing skills; Composing skills; Appraising skills; Listening and applying knowledge and understanding; Listening and appraising
Physical education	Dance; Games; Gymnastic activities; plus the option of swimming
<b>Additional statutory area</b>	
Religious education	Content determined in most schools by local education authorities (LEAs) or faith foundation. Advised to cover learning about religion and learning from religions.
<b>Non-statutory area</b>	
PSHE and citizenship	The non-statutory guidelines can be found on pages 137–138 of the <i>National Curriculum Handbook for primary teachers in England, key stages 1 and 2</i> .

## 3.2 WHAT ARE THE PROGRAMMES OF STUDY?

[www.nc.uk.net/prog\\_study.html](http://www.nc.uk.net/prog_study.html)



### Reading

Read pages 26–27 of the *National Curriculum Handbook for primary teachers in England* (DfEE/QCA, 1999) ([www.nc.uk.net](http://www.nc.uk.net)), which illustrate the common structure and design of the programmes of study. This is also in *Core Subjects in Primary Schools* in this series.

The programmes of study state what pupils should be taught in each subject and provide the basis for planning. Individual schools will choose how they organise the curriculum to take account of the programmes of study – for example subjects might be taught in an integrated way. To aid this, cross-curricular links are indicated in the programmes of study for all subjects. The National Curriculum programmes of study have been given a common structure and design.



### Optional Task

To find out more about the programmes of study for each subject area in key stage 1, read the following pages in the *National Curriculum Handbook for primary teachers in England* ([www.nc.uk.net](http://www.nc.uk.net)):

- |  |               |
|--|---------------|
| • English                                  | pages 42–49   |
| • Mathematics                              | pages 60–66   |
| • Science                                  | pages 76–82   |
| • Design and technology                    | pages 90–93   |
| • Information and communication technology | pages 96–99   |
| • History                                  | pages 102–104 |
| • Geography                                | pages 108–111 |
| • Art and design                           | pages 116–119 |
| • Music                                    | pages 122–125 |
| • Physical education                       | pages 128–131 |
| • PSHE and citizenship                     | pages 136–138 |

Think about how you will use the information in the programmes of study in each subject area to inform your long-term, medium-term and short-term planning.

## 3.3 WHAT ARE THE GENERAL TEACHING REQUIREMENTS?

[www.nc.uk.net/gen\\_teach.html](http://www.nc.uk.net/gen_teach.html)

There are four general teaching requirements listed in the National Curriculum, which should be considered alongside the programmes of study when planning.

The four general teaching requirements are:

- inclusion;
- use of language across the curriculum;
- use of ICT across the curriculum;
- health and safety.



### Optional Task

Read pages 30–40 of the *National Curriculum Handbook for primary teachers in England* ([www.nc.uk.net](http://www.nc.uk.net)), which give further details of the general teaching requirements.

Think about the implications of the general teaching requirements for your planning and teaching.

### 3.4 WHAT ARE ATTAINMENT TARGETS AND LEVEL DESCRIPTIONS?

Programmes of study and attainment targets:

[www.nc.uk.net/prog\\_study.html](http://www.nc.uk.net/prog_study.html)

Level descriptions:

[www.nc.uk.net/notes\\_12.html](http://www.nc.uk.net/notes_12.html)

In key stage 1 there are attainment targets for the ten statutory subjects in the National Curriculum. An attainment target identifies the 'knowledge, skills and understanding which pupils of different abilities and maturities are expected to have by the end of each key stage' (as defined by the Education Act, 1996, Section 353a). Attainment targets for each statutory subject include eight level descriptions of increasing difficulty. It is expected that children in key stage 1 will be working within levels 1–3, achieving at least level 2 by the completion of key stage 1 at the end of Year 2. The level descriptions provide a basis for assessing children's achievements at the end of key stage 1.



#### Optional Task

Look at the section of the *National Curriculum Handbook for primary teachers in England* ([www.nc.uk.net](http://www.nc.uk.net)) entitled 'The National Curriculum attainment targets', situated at the back of the handbook.

List the attainment targets for each statutory subject.

Familiarise yourself with the level descriptions in each attainment target for levels 1, 2 and 3.

When assessing a child's level of attainment against the level descriptions, you should judge which description 'best fits' the child's achievement. When doing this, it is important to consider the descriptions for adjacent levels. A range of evidence should be used when making these assessments – for example, samples of work (drawings, paintings, pieces of writing, a child's model), observations of children, transcripts of conversations with children and discussion with children.



#### Optional Task

Collect three pieces of writing at key stage 1 that demonstrate different stages of development.

Using the level descriptions for English, attainment target 3 (writing), decide which description best fits each piece of work.

If possible, ask a colleague to carry out the same task independently, using the same three pieces of writing, then compare and contrast your decisions. You will need to justify the decisions you have made.

### 3.5 HOW DOES THE NATIONAL CURRICULUM BUILD ON THE EARLY LEARNING GOALS?

By the end of the Reception Year, most children are expected to achieve a set of goals, the early learning goals, as set out in the *Curriculum guidance for the foundation stage* (DfEE/QCA, 2000). They are organised in the following areas of learning:

- personal, social and emotional development;
- communication, language and literacy;
- mathematical development;
- knowledge and understanding of the world;
- physical development;
- creative development.

The foundation stage begins when children reach the age of three and lasts until the end of the Reception Year in school, when children will progress to the National Curriculum key stage 1 in Year 1. At the end of the Reception Year some children will still be progressing towards the early learning goals and some children will achieve, and progress beyond, them.



#### Optional Task

Think about how you will take account of children at different stages of development in key stage 1 with regard to the following principles for an inclusive curriculum:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

For more information about 'Inclusion' see previous Optional Task and *Getting Started* in this series.

### 3.6 HOW DOES THE NATIONAL CURRICULUM LINK WITH THE NATIONAL LITERACY AND NUMERACY STRATEGIES?

For more information, see 'Core Subjects in Primary Schools' in this series

The National Literacy and Numeracy Strategies were introduced into primary schools in September 1998 and 1999 respectively. They are an approach to the teaching of English and mathematics, designed to raise the standards of literacy and numeracy in primary schools in England. They complement and amplify the National Curriculum programmes of study for English and mathematics for key stages 1 and 2.

# Chapter 1: Section 4: National Curriculum: key stage 2, revised 2000

## This section focuses on:

- |   |  |
|---|--|
| <b>4.1</b> What is included in the National Curriculum Orders at key stage 2; | <b>4.7</b> Revisions to history;             |
| <b>4.2</b> Revisions to English;  | <b>4.8</b> Revisions to geography;           |
| <b>4.3</b> Revisions to mathematics;  | <b>4.9</b> Revisions to art and design;      |
| <b>4.4</b> Revisions to science;  | <b>4.10</b> Revisions to music;              |
| <b>4.5</b> Revisions to design and technology;                                | <b>4.11</b> Revisions to physical education; |
| <b>4.6</b> Revisions to information and communication technology;             | <b>4.12</b> PSHE and citizenship;            |
|   | <b>4.13</b> Modern foreign languages.        |

## 4.1 WHAT IS INCLUDED IN THE NATIONAL CURRICULUM AT KEY STAGE 2?

[www.qca.org.uk/ca/5-14/revised2000/](http://www.qca.org.uk/ca/5-14/revised2000/) The revised National Curriculum Orders were introduced in August 2000. Although a number of changes have been made, the overall structure of the key stage, the standards and the statutory assessment arrangements remain the same.

### The National Curriculum: Years 3, 4, 5 and 6

Statutory Subjects	Areas covered
English	Speaking and listening; Reading; Writing
Mathematics	Using and applying mathematics; Number and algebra; Shape, space and measures; Handling data
Science	Experimental and investigative science; Life processes and living things; Materials and their properties; Physical processes
Design and technology	Designing; Making
Information and communication technology	Using, exploring and discussing experiences of ICT; Developing ideas; Presenting ideas
History	Chronology; Range and depth of historical knowledge and understanding; Interpretations of history; Historical enquiry; Organisation and communication
Geography	Geographical skills; Places; Thematic study
Art and design	Investigating and making; Knowledge and understanding
Music	Performing and composing; Listening and appraising
Physical education	Games; Gymnastic activities; Dance; Athletic activities; Outdoor and adventurous activities; Swimming

<b>Additional statutory areas</b>	
Religious education	Content determined by local education authorities (LEAs) in most schools, or faith foundation. Advised to cover learning about religions and learning from religions.
Sex education	Content determined by policy of governors.
<b>Non-statutory areas</b>	
Personal, social and health education and citizenship	Non-statutory guidelines are on pages 139–142 of the <i>National Curriculum Handbook for primary teachers in England, key stages 1 and 2</i> .
Modern foreign languages	Guidelines are on pages 143–146 of the <i>National Curriculum Handbook for primary teachers in England, key stages 1 and 2</i> . Speaking; Reading and responding; Writing

## 4.2 WHAT ARE THE CHANGES TO ENGLISH?

The *National Literacy Strategy*, see [www.standards.dfes.gov.uk/literacy/](http://www.standards.dfes.gov.uk/literacy/)

The key stages 1 and 2 programmes of study for Reading and Writing and The National Literacy Strategy *Framework for teaching from Reception to Year 6* are aligned.

The requirements for speaking and listening, particularly those relating to drama are more explicit and progression is more clearly identified.

The programme of study for standard English and language study has been reorganised under clearer, more accurate subheadings.

## 4.3 WHAT ARE THE CHANGES TO MATHEMATICS?

The *National Numeracy Strategy*, see [www.standards.dfes.gov.uk/numeracy/](http://www.standards.dfes.gov.uk/numeracy/)

The key stages 1 and 2 programmes of study and the *Framework for teaching mathematics from Reception to Year 6* are aligned. At key stage 1 and the early part of key stage 2 there is an increased emphasis on numbers and mental calculation strategies. At key stage 2 this increased emphasis is balanced by a reduction in the *Handling data* content.

Using and applying mathematics is now integrated throughout the programme of study, rather than being presented as a separate area. There remains a separate attainment target for using and applying mathematics.

There are also a small number of changes to the level descriptions but, in general, the standards remain unchanged.

## 4.4 WHAT ARE THE CHANGES TO SCIENCE?

*Activities and Teacher's Guide*, see [www.standards.dfes.gov.uk/schemes/science/](http://www.standards.dfes.gov.uk/schemes/science/)

At all key stages the revised programmes of study place greater emphasis on the development of a wider range of enquiry skills and on contemporary science and the applications of science.

The *Experimental and investigative science* section of the programme of study and attainment target 1 are now named *Scientific Enquiry*. The requirements in the introduction to the programme of study for each key stage are now integrated with other sections, particularly *Scientific Enquiry*.

At key stage 2, requirements related to *forces* and *solubility* have been removed. Teaching about *balanced* and *unbalanced forces* and about *saturated solutions* is now included in key stage 3.

The level descriptions for levels 4 and 5 contain examples from key stage 2 to show how the standards apply.

## 4.5 WHAT ARE THE CHANGES TO DESIGN AND TECHNOLOGY?

*Activities and Teacher's Guide*, see [www.standards.dfes.gov.uk/schemes/designtech/](http://www.standards.dfes.gov.uk/schemes/designtech/)

The process of designing and making is now more clearly defined within the new strands:

- Developing, planning and communicating ideas;
- Working with tools, equipment, materials and components to make quality products;
- Evaluating processes and products.

Specific aspects of knowledge and understanding are set out separately.

The number of attainment targets has been reduced from two to one to indicate the interdependence of the two processes of designing and making, and in order to simplify assessment.

## 4.6 WHAT ARE THE CHANGES TO INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)?

*Activities and Teacher's Guide*, see [www.standards.dfes.gov.uk/schemes/it/](http://www.standards.dfes.gov.uk/schemes/it/)

The subject is now named information and communication technology rather than information technology. This reflects the increasing use of communication tools within ICT, eg. e-mail and web conferencing.

Across each key stage the requirements are clearer, use non-technical language and are set out under four key headings:

- Finding things out;
- Developing ideas and making things happen;
- Exchanging and sharing information;
- Reviewing, modifying and evaluating work as it progresses.

There is now a greater emphasis upon the use of information sources and communication within ICT.

## 4.7 WHAT ARE THE CHANGES TO HISTORY?

*Activities and Teacher's Guide, see  
www.standards.dfes.gov.uk/schemes/  
history/*

The relative prescription of the programme of study is now reduced by removing the detailed specification of what should be covered. A clear statement identifies the focus of each study.

Examples are included of aspects that could be taught to meet the focus for each area of study.

## 4.8 WHAT ARE THE CHANGES TO GEOGRAPHY?

*Activities and Teacher's Guide, see  
www.standards.dfes.gov.uk/schemes/  
geography/*

At all key stages, the knowledge, skills and understanding requirements are set out under four key aspects of geography:

- Geographical enquiry and skills;
- Knowledge and understanding of places;
- Knowledge and understanding of patterns and processes;
- Knowledge and understanding of environmental change and sustainable development.

The number of localities to be studied has been reduced from three to two and weather is no longer required as a separate theme.

There is less prescription in the choice of places and themes to be studied, eg. a theme on water and its effects on landscapes and people allowing the study of rivers and coasts, replaces the rivers theme.

Greater emphasis on the teaching of locational knowledge is required and exemplar locational knowledge accompanies the programme of study. Exemplar maps are to be included in schemes of work and the National Curriculum website.

The emphasis on education for sustainable development has also been strengthened.

## 4.9 WHAT ARE THE CHANGES TO ART AND DESIGN?

*Activities and Teacher's Guide, see  
www.standards.dfes.gov.uk/schemes/  
art/*

The subject is now named 'art and design' to describe the breadth of the subject better.

At each key stage the six strands of the programme of study have been replaced by the following four key strands, covering the process of working in art, craft and design:

- Exploring and developing ideas;
- Investigating and making art, craft and design;
- Evaluating and developing work;
- Knowledge and understanding.

There is no longer a requirement to teach the full range of processes. Painting, printmaking, collage, sculpture and textiles are now exemplary.

The number of attainment targets has been reduced from two to one to integrate the practical and theoretical aspects of the programme of study.

## 4.10 WHAT ARE THE CHANGES TO MUSIC?

*Activities and Teacher's Guide*, see [www.standards.dfes.gov.uk/schemes/music/](http://www.standards.dfes.gov.uk/schemes/music/)

At each key stage six strands of the programme of study are replaced by four strands covering the key aspects of the subject:

- Controlling sounds through singing and playing – performing skills;
- Creating and developing musical ideas – composing skills;
- Responding and reviewing – appraising skills;
- Listening and applying knowledge and understanding.

The number of attainment targets has been reduced from two to one, to integrate the practical and theoretical aspects of the programme of study.

## 4.11 WHAT ARE THE CHANGES TO PHYSICAL EDUCATION?

*Activities and Teacher's Guide*, see [www.standards.dfes.gov.uk/schemes/phe/](http://www.standards.dfes.gov.uk/schemes/phe/)

At all key stages, four key strands are identified in the programme of study that apply in all areas of activity:

- Acquiring and developing skills;
- Selecting and applying skills, tactics and compositional ideas;
- Evaluating and improving performance;
- Knowledge and understanding of fitness and health.

The areas of activity that have to be taught have been reduced from six to five.

The Government has stated that schools should aspire to two hours of physical activity a week, including the National Curriculum for physical education and extra-curricular activities.

## 4.12 WHAT GUIDELINES ARE THERE FOR PSHE AND CITIZENSHIP?

There is a new non-statutory framework for PSHE and citizenship, designed to promote consistency of teaching. The *Frameworks* are included as non-statutory guidelines in the *National Curriculum Handbook*. As this is a new addition to the curriculum, a chapter devoted to this area can be found in this book (see Chapter 2).

## 4.13 WHAT GUIDELINES ARE THERE FOR MODERN FOREIGN LANGUAGES?

*Activities and Teacher's Guide*, see [www.standards.dfes.gov.uk/schemes/primarymfl/](http://www.standards.dfes.gov.uk/schemes/primarymfl/)

Non-statutory guidelines for modern foreign languages are included in the *National Curriculum Handbook for primary teachers in England* and the modern foreign languages subject booklet.

The guidelines are designed for use with pupils in Years 5 and 6. They may be adapted for use with other year groups in primary schools. There are four attainment targets:

- attainment target 1: Listening and responding;
- attainment target 2: Speaking;
- attainment target 3: Reading and responding;
- attainment target 4: Writing.

# Chapter 1: Section 5: National Curriculum: key stage 3, revised 2000

## This section focuses on:

- |  |   |
|--|---|
| <b>5.1</b> What is included in the National Curriculum at key stage 3; | <b>5.7</b> Revisions to history;                  |
| <b>5.2</b> Revisions to English;                                       | <b>5.8</b> Revisions to geography;                |
| <b>5.3</b> Revisions to mathematics;                                   | <b>5.9</b> Revisions to modern foreign languages; |
| <b>5.4</b> Revisions to science;                                       | <b>5.10</b> Revisions to art and design;          |
| <b>5.5</b> Revisions to design and technology;                         | <b>5.11</b> Revisions to music;                   |
| <b>5.6</b> Revisions to information and communication technology;      | <b>5.12</b> Revisions to physical education;      |
|  | <b>5.13</b> Requirements for citizenship;         |
|  | <b>5.14</b> PSHE.                                 |

## 5.1 WHAT IS INCLUDED IN THE NATIONAL CURRICULUM AT KEY STAGE 3?

See pp7–10 in Section 1, *The National Curriculum*, or visit [www.qca.org.uk/ca/5-14/revised2000/](http://www.qca.org.uk/ca/5-14/revised2000/)

The revised National Curriculum Orders were introduced in August 2000. Although a number of changes were made, the overall structure of the key stage, the standards and the statutory assessment arrangements remain the same.

Statutory Subjects	Areas covered
English	Speaking and listening; Reading; Writing
Mathematics	Using and applying mathematics; Number and algebra; Shape, space and measures; Handling data
Science	Scientific enquiry; Life processes and living things; Materials and their properties; Physical processes
Design and technology	Designing; Making
Information and communication technology	Exploring and discussing experiences of ICT; Developing ideas; Presenting ideas; Exchanging information
History	Chronology; Historical knowledge and understanding; Historical interpretation; Historical enquiry; Organisation and communication
Geography	Geographical skills; Countries; Themes
Modern foreign languages	Listening and responding; Speaking; Reading; Writing
Art	Exploring and developing ideas; Investigating and making; Evaluating and developing work; Knowledge and understanding
Music	Performing skills; Composing skills; Appraising skills; Listening and applying knowledge and understanding
Physical education	Four from the following: Dance; Games activities; Gymnastic activities; Swimming activities and water safety; Athletic activities; Outdoor and adventurous activities
Citizenship (statutory from August 2002)	Knowledge and understanding; Enquiry and communication; Participation and responsible action

<b>Additional statutory areas</b>	
Religious education	Content determined by local education authorities (LEAs) in most schools, or faith foundations. Advised to cover learning about religions and learning from religions.
Sex education	All schools must provide sex education for their pupils. Parents can withdraw their children. Content determined by policy of governors.
Careers education	All schools must provide a programme of careers education for pupils in Years 9, 10 and 11. Parents can withdraw their children. Content determined by school.
<b>Non-statutory area</b>	
Personal, social and health education	The non-statutory guidelines can be found on pages 188 – 191 of the <i>National Curriculum Handbook for secondary teachers in England, key stages 3 and 4</i> .

## 5.2 WHAT ARE THE CHANGES TO ENGLISH?

For more information, see 'Core Subjects in Secondary Schools' in this series

[www.standards.dfes.gov.uk/literacy/publications/](http://www.standards.dfes.gov.uk/literacy/publications/)

The requirements for Speaking and listening, particularly those relating to drama, are more explicit and progression is more clearly defined. The standard English and Language Study sections of the programme of study have been restructured, using clearer and more accurate subheadings. The requirements relating to media are now set out more clearly.

In the Reading programme of study there is a requirement for pupils to be taught to read and appreciate the scope and richness of complete novels, plays and poems. The Reading programme of study includes exemplar lists of authors for all categories of literature, and for non-fiction and non-literary texts.

The programme of study and the key skills units for communication are now aligned.

## 5.3 WHAT ARE THE CHANGES TO MATHEMATICS?

[www.standards.dfes.gov.uk/keystage3/strands/?strand=maths](http://www.standards.dfes.gov.uk/keystage3/strands/?strand=maths)

There are a small number of changes to the level descriptions for mathematics but, overall, the standards are unchanged. 'Using and applying mathematics' is now integrated throughout the programme of study. There remains a separate attainment target for *using and applying mathematics*.

Separate programmes of study for key stages 3 and 4, replace the joint programme of study.

## 5.4 WHAT ARE THE CHANGES TO SCIENCE?

For more information, see 'Core Subjects in Secondary Schools' in this series

Activities and Teacher's Guide, see [www.standards.dfes.gov.uk/schemes2/secondary\\_science/](http://www.standards.dfes.gov.uk/schemes2/secondary_science/)

At all key stages, the revised programme of study places a greater emphasis on the development of a wider range of enquiry skills, and on contemporary science and the applications of science.

The overall requirements are slightly reduced and, therefore, areas that are well covered at key stage 2, such as reproduction of flowering plants, use of keys, classification of solids, liquids and gases, and shadow formation, have been removed. The 'Experimental and investigative science' section and attainment target 1 are now named 'Scientific enquiry'.

There have been some small shifts in the requirements from key stage 3 to key stage 4 and vice versa, such as the removal of *static charge* and *electron flow* from key stage 3 to key stage 4.

The level descriptions for levels 4 and 5 contain examples from key stage 2 and key stage 3 to show how the standards apply at the different key stages.

Exceptional performance descriptions no longer require pupils to have done work from the key stage 4 programme of study.

## 5.5 WHAT ARE THE CHANGES TO DESIGN AND TECHNOLOGY?

Activities and Teacher's Guide, see [www.standards.dfes.gov.uk/schemes2/secondary\\_dt/](http://www.standards.dfes.gov.uk/schemes2/secondary_dt/)

At all key stages, the process of designing and making is more clearly described in the new strands of:

- Developing, planning and communicating ideas;
- Working with tools, equipment, materials and components to make quality products;
- Evaluating processes and products.

Specific aspects of knowledge and understanding are set out separately. The programme of study requires pupils to be taught about a range of modern materials, including smart materials.

Food technology and compliant materials remain optional. There is an expectation that schools will work with both.

The number of attainment targets has been reduced from two to one, to emphasise the interdependence of designing and making and to simplify assessment.

## 5.6 WHAT ARE THE CHANGES TO INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)?

For details of activities and Teacher's Guide, see [www.standards.dfes.gov.uk/schemes2/secondary\\_ICT/](http://www.standards.dfes.gov.uk/schemes2/secondary_ICT/)

The subject has been renamed information and communication technology. The requirements are clearer, use non-technical language and are set out under four key headings:

- Finding things out;
- Developing ideas and making things happen;
- Exchanging and sharing information;
- Reviewing, modifying and evaluating work as it progresses.

There is an increased emphasis on sources of information and communication.

## 5.7 WHAT ARE THE CHANGES TO HISTORY?

Activities and Teacher's Guide, see [www.standards.dfes.gov.uk/schemes2/secondary\\_history/](http://www.standards.dfes.gov.uk/schemes2/secondary_history/)

The requirement relating to the sequence of study has been removed to allow a greater flexibility. Prescription has been reduced by removing the detailed specification of what should be covered. A clearer statement identifies the focus of each area of study.

The programme of study clarifies the local, national, European and world dimensions of history, and the local dimension has been greatly strengthened.

## 5.8 WHAT ARE THE CHANGES TO GEOGRAPHY?

Activities and Teacher's Guide, see [www.standards.dfes.gov.uk/schemes2/secondary\\_geography/](http://www.standards.dfes.gov.uk/schemes2/secondary_geography/)

At all key stages, the knowledge, skills and understanding requirements are set out under the four principal aspects of geography:

- Geographical enquiry and skills;
- Knowledge and understanding of places;
- Knowledge and understanding of patterns and processes;
- Knowledge and understanding of environmental change and sustainable development.

The requirement to teach 'locational knowledge' is strengthened and more emphasis is placed on education for sustainable development.

## 5.9 WHAT ARE THE CHANGES TO MODERN FOREIGN LANGUAGES?

Activities in French, German and Spanish, and Teacher's Guide, see [www.standards.dfes.gov.uk/schemes/mflindex/](http://www.standards.dfes.gov.uk/schemes/mflindex/)

Pupils may now study any foreign language that the school offers, as long as the offer includes a European Union language. There is also a revised and expanded statement on the modifications to the level descriptions for Chinese and Japanese. These are designed to improve the comparability with assessment in all other languages.

There are some modifications to the level descriptions, pupils will be expected to reach level 5/6 at the end of this key stage. The subtopics of the current 'areas of experience' have been removed and contexts for learning are no longer linked to a specific key stage.

## 5.10 WHAT ARE THE CHANGES TO ART AND DESIGN?

*Activities and Teacher's Guide, see [www.standards.dfes.gov.uk/schemes2/secondary\\_art/](http://www.standards.dfes.gov.uk/schemes2/secondary_art/)*

The subject is now named art and design to describe the breadth of the subject better. At all key stages, six strands have been replaced by four strands covering the process of working in art, craft and design:

- Exploring and developing ideas;
- Investigating and making art, craft and design;
- Evaluating and developing work;
- Knowledge and understanding.

The specific named periods from which schools were required to select works are now examples and the number of attainment targets has been reduced from two to one, to integrate the practical and theoretical aspects of the programme of study.

## 5.11 WHAT ARE THE CHANGES TO MUSIC?

*Activities and Teacher's Guide, see [www.standards.dfes.gov.uk/schemes2/secondary\\_music/](http://www.standards.dfes.gov.uk/schemes2/secondary_music/)*

At each key stage, the six strands of the programme of study have been replaced by four strands covering the key aspects of the subject:

- Controlling sounds through singing and playing – performing skills;
- Creating and developing musical ideas – composing skills;
- Responding and reviewing – appraising skills;
- Listening and applying knowledge and understanding.

The number of attainment targets has been reduced from two to one to integrate the practical and theoretical aspects of the programme of study.

## 5.12 WHAT ARE THE CHANGES TO PHYSICAL EDUCATION?

*Activities and Teacher's Guide, see [www.standards.dfes.gov.uk/schemes2/Secondary\\_PE/](http://www.standards.dfes.gov.uk/schemes2/Secondary_PE/)*

There are four key strands identified in the programme of study. These apply in all areas of activity:

- Acquiring and developing skills;
- Selecting and applying skills, tactics and compositional ideas;
- Evaluating and improving performance;
- Knowledge and understanding of fitness and health.

Four areas of activity, including games, must now be taught. The Government has stated that schools should aspire to two hours of physical activity per week, including the National Curriculum for PE and extra-curricular activities.

### **5.13 WHAT ARE THE REQUIREMENTS FOR CITIZENSHIP?**

*For more information on citizenship at key stage 3, see Chapter 2*

A new foundation subject in citizenship at key stage 3 has been introduced (statutory from August 2002). The programme of study is included in the *National Curriculum Handbook for secondary teachers in England* (DfEE/QCA, 1999) and in a separate subject booklet. As this is a new addition to the curriculum, a chapter devoted to PSHE and citizenship can be found in this book.

### **5.14 WHAT GUIDELINES ARE THERE FOR PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)**

*For more information about PSHE and citizenship, see Chapter 2 in this book*

There is a new non-statutory framework for PSHE at key stage 3, designed to promote consistency of teaching. The framework is included as non-statutory guidelines in the *National Curriculum Handbook for secondary school teachers in England*.

## Chapter 1: Section 6: National Curriculum: key stage 4, revised 2000

### This section focuses on:

- |  |  |
|--|--|
| <b>6.1</b> What is included in the National Curriculum at key stage 4; | <b>6.8</b> Revisions to modern foreign languages;                      |
| <b>6.2</b> The changes for assessment and qualifications;              | <b>6.9</b> Revisions to physical education;                            |
| <b>6.3</b> Revisions to English;                                       | <b>6.10</b> Requirements of citizenship;                               |
| <b>6.4</b> Revisions to mathematics;                                   | <b>6.11</b> Revisions to personal, social and health education (PSHE); |
| <b>6.5</b> Revisions to science;                                       | <b>6.12</b> The key stage 4 qualifications structure;                  |
| <b>6.6</b> Revisions to design and technology;                         | <b>6.13</b> Key skills 2000.   |
| <b>6.7</b> Revisions to information and communication technology;      |  |

### 6.1 WHAT IS INCLUDED IN THE NATIONAL CURRICULUM AT KEY STAGE 4?

The National Curriculum at key stage 4 includes English, mathematics, science, design and technology, modern foreign languages, information and communication technology (ICT), physical education (PE) and citizenship (from August 2002). Each of these National Curriculum subjects has a statutory programme of study that must be taught to all students during key stage 4. Schools can build the programmes of study into any teaching and learning programme and this can lead to any approved qualification. Most schools include, in their core curriculum, courses that lead to qualifications in each of the first five of these subjects. Some schools also require all pupils to follow a course leading to a qualification in ICT. Few schools require all pupils to work towards a qualification in PE.

There are no key stage 4 programmes of study for history, geography, art and design and music.

Religious Education (RE) is also statutory at key stage 4 and a locally agreed programme of study must be taught.

## Disapplication

[www.qca.org.uk/ca/14-19/disapplication/index.asp](http://www.qca.org.uk/ca/14-19/disapplication/index.asp)

[www.qca.org.uk/nq/framework/framework\\_ks4.asp](http://www.qca.org.uk/nq/framework/framework_ks4.asp)

In exceptional cases, the full National Curriculum might not be the most appropriate route to maximising a pupil's learning and achievement and disapplication may be considered. Schools may disapply National Curriculum subjects at key stage 4 for individual pupils for the following three purposes:

- to provide an extended work-related learning programme, perhaps including a work placement with training or a college course for one or two days a week;
- to enable a pupil to emphasise a particular curriculum area, in which they have strengths, for example the arts or the humanities;
- to provide a programme that helps pupils to consolidate their learning across the curriculum.

Design and technology and/or modern foreign languages may be disapplied for all three purposes. Science may also be disapplied for work-related learning. No pupil may have more than two subjects disapplied.

Disapplication will not be presented to all pupils as a possible option, although, for pupils for whom it is being considered for the above purposes, the school must meet statutory criteria. One of these criteria is that the pupil has a careers interview before the decision to disapply is made.

## 6.2 WHAT ARE THE IMPLICATIONS OF THE CHANGES FOR ASSESSMENT AND QUALIFICATIONS?

GCSEs in all subjects were revised for first teaching in August 2001. These revisions take account of the revisions to the programmes of study. The only exception is English. The revisions in English are for first teaching in August 2002.

In design and technology, modern foreign languages and science, a small number of qualifications have been specified, which schools may use to meet the statutory requirements for the subject even though they do not meet the programmes of study.

This strategy will allow pupils, for whom alternative courses are appropriate, to maintain their study in the statutory subjects as well as meeting their specific learning needs. All schools were notified of the permitted qualifications in January 2000.

### 6.3 WHAT ARE THE CHANGES TO ENGLISH?

[www.standards.dfee.gov.uk/schemes/litnumforward/](http://www.standards.dfee.gov.uk/schemes/litnumforward/)

In the Reading programme of study there is a new requirement for pupils to be taught to read and appreciate the scope and richness of complete novels, plays and poems. The programme of study includes exemplar lists of authors for all categories of literature, and for non-fiction and non-literary texts. The programme of study and the key skills units for communication are aligned.

For more information, see 'Core Subjects in Secondary Schools' in this series

The Standard English and Language Study section of the programme of study has been restructured using clearer and more accurate subheadings.

### 6.4 WHAT ARE THE CHANGES TO MATHEMATICS?

For more information, see 'Core Subjects in Secondary Schools' in this series

Separate programmes of study for key stage 3 and 4 replace the joint KS3 and KS4 programme of study. There are two differentiated programmes of study – higher and foundation.

The **higher programme** is designed to stretch the highest attaining pupils and to be suitable for all those who have achieved a secure level 5 at the end of key stage 3.

The **foundation programme** is structured to provide an appropriate learning programme for those pupils who have not achieved a secure level 5 at the end of key stage 3 by providing a more direct link with the applications of mathematics and handling data in real-life contexts.

Using and applying mathematics is now integrated throughout the programmes of study. There remains a separate attainment target for using and applying mathematics.

The key stage 4 programme of study and the key skills units for application of number are aligned. There are a small number of changes to the level descriptions but, overall, standards are unchanged.

[www.standards.dfee.gov.uk/schemes/litnumforward/](http://www.standards.dfee.gov.uk/schemes/litnumforward/)

### 6.5 WHAT ARE THE CHANGES TO SCIENCE?

For details of activities and Teacher's Guide, see [www.standards.dfee.gov.uk/schemes2/secondary\\_science/](http://www.standards.dfee.gov.uk/schemes2/secondary_science/)

There have been some small changes of requirements from key stage 3 to key stage 4 and vice versa. For example, *static charge* and *electron flow* have been removed from key stage 3 to key stage 4 and the transfer work on energy in circuits from key stage 4 to key stage 3. The overall requirements for key stages 3 and 4 are slightly reduced. The 'Experimental and investigative science' section of the programme of study and attainment target 1 are now named 'Scientific enquiry'.

For more information, see 'Core Subjects in Secondary Schools' in this series

## 6.6 WHAT ARE THE CHANGES TO DESIGN AND TECHNOLOGY?

For details of activities and Teacher's Guide, see [www.standards.dfes.gov.uk/schemes2/secondary\\_dt/](http://www.standards.dfes.gov.uk/schemes2/secondary_dt/)

The process of designing and making is more clearly described in the new strands of:

- Developing, planning and communicating ideas;
- Working with tools, equipment, materials and components to make quality products;
- Evaluating processes and products.

Specific aspects of knowledge and understanding are set out separately and the number of attainment targets has been reduced from two to one, to emphasise the interdependence of designing and making and to simplify the assessment procedures.

## 6.7 WHAT ARE THE CHANGES TO ICT?

For more information, see Chapter 3 in this book

This subject has been renamed information and communication technology. The requirements are clearer, use non-technical language and are set out under four key headings:

- Finding things out;
- Developing ideas and making things happen;
- Exchanging and sharing information;
- Reviewing, modifying and evaluating work as it progresses.

For details of activities and Teacher's Guide, see [www.standards.dfes.gov.uk/schemes2/secondary\\_ICT/](http://www.standards.dfes.gov.uk/schemes2/secondary_ICT/)

There is an increased emphasis on information sources and communication and the programme of study and key skills units for ICT are aligned.

## 6.8 WHAT ARE THE CHANGES TO MODERN FOREIGN LANGUAGES?

For details of activities and Teacher's Guide, see [www.standards.dfes.gov.uk/schemes/mflindex/](http://www.standards.dfes.gov.uk/schemes/mflindex/)

The subtopics of the current 'areas of experience' have been removed and contexts for learning are no longer linked to specific key stages. Notes contained in the margin of the modern foreign languages document clarify when pupils are expected to use the target language. There is a revised and expanded statement on modifications to level descriptions for Chinese and Japanese. This is designed to improve comparability with assessment in other languages.

The current restrictive list of non-European Union languages, which are eligible for modern foreign languages as a National Curriculum subject, has now been removed. Pupils may study any foreign language that the school offers, as long as the offer includes a European Union language.

## 6.9 WHAT ARE THE CHANGES TO PHYSICAL EDUCATION?

For details of activities and Teacher's Guide, see [www.standards.dfes.gov.uk/schemes2/Secondary\\_PE/](http://www.standards.dfes.gov.uk/schemes2/Secondary_PE/)

To establish a more effective framework for planning, four key strands are identified in the programme of study, that apply in all areas of activity:

- Acquiring and developing skills;
- Selecting and applying skills, tactics and compositional ideas;
- Evaluating and improving performance;
- Knowledge and understanding of fitness and health.

Two areas of activity have to be taught and the games activities have become optional. Schools will be expected to provide games activities for all pupils who wish to participate in them.

The eight-level scale with level descriptions has been introduced to clarify and support progression and to simplify assessment.

It should be noted that the Government has stated that two hours of physical activity a week should be made available by schools, and the National Curriculum for PE and extra-curricular activities should be aspired to by all.

## 6.10 WHAT ARE THE REQUIREMENTS FOR CITIZENSHIP?

A new foundation subject in citizenship at key stage 4 has been introduced (statutory from August 2002). The programme of study is included in the *National Curriculum Handbook for secondary teachers in England* (DfEE/QCA, 1999) and in a separate subject booklet. As this is a new addition to the curriculum a chapter devoted to PSHE and citizenship can be found in this book (see Chapter 2).

For more information, see pp76–84

## 6.11 WHAT ARE THE CHANGES TO PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

[www.nc.uk.net/servlets/Subjects?Subject=PSHE](http://www.nc.uk.net/servlets/Subjects?Subject=PSHE)

There is no statutory requirement for PSHE but a non-statutory framework has been developed and is included in the *National Curriculum Handbook for secondary teachers in England*.

## 6.12 KEY STAGE 4 QUALIFICATIONS

Further information about qualifications can be found on the QCA website [www.qca.org.uk/nq/](http://www.qca.org.uk/nq/)

The ACCAC website  
[www.accac.org.uk](http://www.accac.org.uk)

The CCEA website  
[www.ccea.org.uk](http://www.ccea.org.uk)

The range of courses and opportunities included in the curriculum will be unique to each school.

The choices pupils have within National Curriculum areas of study depend on the school's curriculum. Some schools offer only one qualification in each area; others offer several. The courses may differ in terms of content, teaching and learning style, assessment requirements and volume.

All schools offer pupils courses beyond the National Curriculum. A typical key stage 4 student will take courses in eight or nine subjects, usually with two 'open options'. These options will include courses in the arts, the humanities, business studies, media studies, a second language, and vocational courses, such as leisure and tourism, health and social care, or engineering. Students might be working towards:

- GCSE
- short course GCSE
- Part One GNVQ
- 6-unit GNVQ
- NVQ
- key skills units
- other vocationally related qualifications.

Pupils not yet ready for GCSE/GNVQ courses could be working towards entry level qualifications. Higher attaining students might be working towards general or vocational AS levels.

Schools are also required to provide all 14- to 16-year-olds with courses that meet an agreed syllabus for religious education, and the statutory requirements for careers education and sex education. Most schools include these in compulsory courses (often as part of a wider personal, social and health education programme), sometimes leading to qualifications.

Qualifications and Curriculum Authority (QCA) is the regulatory body for national qualifications. Qualifications used with pupils of compulsory school age must be approved under Section 96 of the Learning and Skills Act 2000. An annual list is published by the DfES.

An information leaflet 'Finding your way around' about the National Qualifications Framework can be downloaded from [www.qca.org.uk/nq/leaflet/nqf.pdf](http://www.qca.org.uk/nq/leaflet/nqf.pdf)

## 6.13 KEY SKILLS 2000

The key skills qualification has been available to candidates through approved awarding bodies since September 2000. The impact of these qualifications is much more at post-16 than at key stage 4.

Since September 2000, students at key stage 4, aged post-14, have been able to work towards, and achieve, the key skills of communication, application of number and ICT and gain the key skills qualification.

### This section focuses on:

- 7.1 Curriculum 2000 and support for curriculum managers;
- 7.2 The key features of funding and planning for post-16 education and training;
- 7.3 What education and training support will be available for young people;
- 7.4 What education and training support will be available for adult learners;
- 7.5 What support will be available to encourage learning businesses;
- 7.6 The key skills qualification.

## 7.1 WHAT IS 'CURRICULUM 2000'?

Curriculum 2000 is the name commonly given to the 16–19 curriculum that resulted from the changes made to advanced level qualifications from September 2000. The changes were to:

- A levels, which now comprise advanced subsidiary (AS) and A2;
- advanced GNVQ, which was revised and renamed the vocational A level in three sizes;
- key skills, where a new qualification was introduced.

Details of these changes can be found in *Qualifications 16–19: a guide to the changes resulting from the Qualifying for Success consultation* (QCA/99/393) and in *A brief guide to qualifications at advanced level* (QCA/00/599).

Guidance on implementing the qualifications, including curriculum models, is available on the QCA website ([www.qca.org.uk/ca/14-19/curric2000.asp](http://www.qca.org.uk/ca/14-19/curric2000.asp)). This information was also published in hard copy for distribution as *Curriculum 2000: implementing the changes to 16-19 qualifications* (QCA, 1999; QCA/99424).

In June 2001, the Secretary of State for Education and Skills asked QCA to conduct a review into the implementation of the new qualifications. The report resulting from the first phase of the review is on the QCA website ([www.qca.org.uk/news/press/20010711.asp](http://www.qca.org.uk/news/press/20010711.asp)). Updates will be available when any subsequent changes to qualifications or assessment are agreed.

Also on the QCA website, [www.qca.org.uk/nq/framework/managing/](http://www.qca.org.uk/nq/framework/managing/), is guidance for curriculum managers and teachers, based on the first year of experience. Under the title *Managing Curriculum 2000 for 16–19 students*, it is also available in hard copy. It includes sections on assessment, student guidance and workload, teaching and learning and key skills.

All QCA publications are available from [www.qcashop.org.uk/cgi-bin/qcashop](http://www.qcashop.org.uk/cgi-bin/qcashop)

## Managing Curriculum 2000 for 16–19 students

[www.qca.org.uk/nq/framework/managing/](http://www.qca.org.uk/nq/framework/managing/)

This is QCA guidance for curriculum managers, teachers and examination officers in schools and colleges that offer advanced level qualifications. It will also be useful for governing bodies, local education authorities and Connexions Services.

Drawing on the experience of schools and colleges, the publication provides further guidance on managing the implementation of the new advanced level qualifications, including managing assessment options, key skills, teaching and learning. It features case studies that exemplify approaches that particular schools and colleges have found successful.

The publication takes into account experiences of the first year of implementation of the new advanced level qualifications and provides further guidance to those in schools and colleges responsible for aspects of the 16-19 curriculum.

## 7.2 WHAT ARE THE KEY FEATURES OF FUNDING AND PLANNING FOR POST-16 EDUCATION AND TRAINING?

There are a number of key features that relate to the funding and planning of post-16 education and training, excluding Higher Education (HE). These are set out in the new *Learning to Succeed* framework. Ambitious targets have been set to increase participation, attainment and the quality of services offered to young people and adults.

Learning and Skills Council:  
[www.lsc.gov.uk/aboutus.cfm](http://www.lsc.gov.uk/aboutus.cfm)

The National Learning and Skills Council (LSC) has replaced the Further Education Funding Council (FEFC) and the Training and Enterprise Council (TEC). The LSC forms a non-departmental public body, with responsibility for planning for over six million learners and has a budget of £6 billion of public money.

The LSC is responsible for the funding, planning and quality assurance of:

- Further Education sector colleges;
- school sixth-forms;
- work-based training for young people;
- workforce development;
- adult and community learning;
- information, advice and guidance for adults;
- education business links.

Connexions Service:  
[www.connexions.gov.uk](http://www.connexions.gov.uk)

Adult Learning Inspectorate  
[www.ali.gov.uk/](http://www.ali.gov.uk/)

The Council will operate through 47 local branches, and has responsibility for co-ordinating area plans and building on the work of local Learning Partnerships. The new integrated youth support service, known as the Connexions Service, will be responsible for the advice to, and support of, young people between the ages of 13 and 19. A new independent inspection regime has been established with responsibility for assessing adult provision and work-based training. In addition, the inspection processes, for young people up to the age of 19 learning in schools and colleges, have been brought together. The Office for Standards in Education (OFSTED) will take responsibility for the inspection of this provision. The two inspectorates will work closely together to ensure a common approach.

*Employment Service:*  
[www.jobcentreplus.gov.uk/  
cms.asp?Page=/Home](http://www.jobcentreplus.gov.uk/cms.asp?Page=/Home)

Responsibility for work-based learning for adults will transfer to the Employment Service, in order to provide an integrated package of support for unemployed adults.

*Regional Development Agencies:*  
[www.local-regions.detr.gov.uk/rda/  
info/contact.htm#ne](http://www.local-regions.detr.gov.uk/rda/info/contact.htm#ne)

To support this way of working, Regional Development Agencies (RDAs) will be formed. They will play a key role in the planning arrangements for learning and skills. A strong link between the RDAs and the LSCs at national and local level will be created. Local councils' plans will reflect the needs and priorities of the local regions set out in the RDA's regional strategy.

### 7.3 WHAT EDUCATION AND TRAINING SUPPORT WILL BE AVAILABLE FOR YOUNG PEOPLE?

*Learning Gateway:*  
[www.dfes.gov.uk/thelearninggateway/](http://www.dfes.gov.uk/thelearninggateway/)

The Learning Gateway will be formed for 16- and 17-year-olds, who need extra guidance and support in order to benefit from mainstream learning. It will support the education and training of young people and a network of personal advisers will play a role in this development.

This new service will change the way support is provided for young people, and will ensure a smooth transition from compulsory schooling to post-16 learning. The new service will be an innovative, effective and consistent means of local delivery. It will build on best practice and will be organised on the same geographical areas as the local LSC.

### 7.4 WHAT EDUCATION AND TRAINING SUPPORT WILL BE AVAILABLE FOR ADULT LEARNERS?

*National Organisation for Adult Learners:*  
[www.niace.org.uk/](http://www.niace.org.uk/)

The LSC will work with others to promote lifelong learning for all. The Council will have a clear role to play in increasing demand for learning to complement the impact of the University for Industry (Ufi), and support the work of the National Organisation for Adult Learners (NIACE), the Campaign for Learning and others in promoting lifelong learning.

*Campaign for Learning:*  
[www.campaign-for-  
learning.org.uk/home.htm](http://www.campaign-for-learning.org.uk/home.htm)

The LSC will work closely with the Ufi, to improve the overall coherence and responsiveness of education and training provision for adults and to embed lifelong learning in people's daily lives. The LSC will have a responsibility for funding high-quality information, advice and guidance for adults, working closely with the Ufi's *Learning Direct* national helpline. It will also have a national duty to secure adult and community learning provision, to which local authorities will have to contribute.

*New Deals:*  
[www.newdeal.gov.uk/](http://www.newdeal.gov.uk/)

The integrated service for unemployed people was formed by transferring responsibility for work-based learning for adults from what were called the Training and Enterprise Councils (TECs) to the Employment Service (April 2001). This means that a coherent set of programmes, alongside the New Deals and the new ONE service for benefit claimants, will be created.

## 7.5 WHAT SUPPORT WILL BE AVAILABLE TO ENCOURAGE LEARNING BUSINESSES?

LSCs provide considerable practical help to individual businesses at local level. For example, they support the provision of effective training plans, offer advice and support for investors in people, and support critical skills development. LSCs help with recruitment for modern apprenticeships and national traineeships. They have also developed new approaches to collaborative working between employers.

Local LSCs encourage businesses to set up ‘employee development’ schemes, to stimulate demand for learning from individuals. Their plans are formed in conjunction with the new Small Business Service. By arranging for the Small Business Service to provide a seamless service to small- and medium-sized businesses, the integration of skills development with enterprise and business competitiveness is reinforced.

## 7.6 WHAT IS A KEY SKILLS QUALIFICATION?

### The key skills qualification

The key skills qualification is awarded to candidates who meet the assessment requirements of each of the new key skills of communication, application of number and ICT at levels 1–4. Candidates do not need to achieve each of these key skills at the same level – the award is ‘profiled’. Certificates will show the level at which a candidate has achieved each key skill.

### New key skills specifications

The specifications to be used by candidates registering for key skills from September 2000 have been revised from those that have been in use since 1995, and those that were developed and used for piloting from 1997.

The 2000 key skills specifications are more streamlined than their predecessors. As they are intended for the use of candidates they address the candidates directly. The demand of each key skill at each level has not changed.

[www.qca.org.uk/nq/ks/keyskills\\_2000.asp](http://www.qca.org.uk/nq/ks/keyskills_2000.asp)

The key skills specifications can be downloaded from the QCA website. There is also information on this site on ordering the specifications. The awarding body will also be able to supply copies of the specifications.

## Useful reading and resources

Abbott, L and Pugh, G (eds.) (1998) *Training to work in the Early Years* (especially Chapter 1). Buckingham: Open University Press.

Bruce, T (1987) *Early childhood education*. London: Hodder and Stoughton.

Campbell, R and Miller, L (eds.) (1995) *Supporting children in the Early Years*. Stoke-on-Trent: Trentham.

Cleave, S and Brown, S (1991) *Early to school – four-year-olds in infant classes*. Berkshire: NFER–Nelson.

DfEE (1998) *Baseline assessment of pupils starting Primary School*, Circular 6/98. London: DfEE.

DfEE/QCA (1998) *National Literacy Strategy (NLS) Framework for teaching from Reception to Year 6*. London: DfEE/QCA.

DfEE/QCA (1999) *National Numeracy Strategy (NNS) Framework for teaching mathematics from Reception to Year 6*. London: DfEE/QCA.

DfEE/QCA (1999) *National Curriculum Handbook for primary teachers in England, key stages 1 and 2*. London: DfEE/QCA.

DfEE/QCA (1999) *National Curriculum Handbook for secondary teachers in England*. London: DfEE/QCA.

DfEE/QCA (2000) *Curriculum guidance for the foundation stage*. London: DfEE/QCA.

DfEE/QCA (2001) *Assessment and reporting arrangements Years 1 and 2 and Reception*. London: DfEE/QCA.

Dowling, M (1996) *Starting school at four – a joint endeavour*. London: Paul Chapman.

Drake, J (2001) *Planning children's play and learning in the foundation stage*. London: David Fulton.

Drummond, M J (1993) *Assessing children's learning*. London: David Fulton.

Fisher, J (1996) *Starting from the child* (especially pp 33–35). Buckingham: Open University Press.

Hurst, V and Joseph, J (1998) *Supporting early learning – the way forward* (Chapter 5). Buckingham: Open University Press.

Lally, M in Campbell, R and Miller, L (eds.) (1995) *Supporting children in the Early Years*. Stoke-on-Trent: Trentham Books.

Lindsay, G and Desforjes, M (1998) *Baseline assessment – practice, problems and possibilities*. London: David Fulton.

O'Hara, M (2000) *Teaching 3–8* (Chapter 3). London: Continuum.

*Curriculum 2000: Implementing the changes to 16–19 qualifications* (order no. QCA/99/424). London: QCA.

### Useful websites

**Please note that the websites referred to throughout the chapter have not been reproduced here. At the time of publication, the DfES is in the process of changing the stem of some of its website addresses from *www.dfee* to *www.dfes*. Should you be unsuccessful in making a connection with the address we have provided here, try typing in the alternative stem followed by the rest of the address. You may need Adobe Acrobat Reader™ to view/download any documents available on these websites.**

[www.leicester.gov.uk/departments/page.asp?pgid=792](http://www.leicester.gov.uk/departments/page.asp?pgid=792) Lifelong Learning & Community Development.

[www.qca.org.uk](http://www.qca.org.uk) Baseline assessment, click Curriculum and Assessment, click on foundation stage, click on baseline assessment.

[www.dfes.gov.uk/a-z/BASELINE%5FASSESSMENT.html](http://www.dfes.gov.uk/a-z/BASELINE%5FASSESSMENT.html) Baseline Assessment.

[www.hms0.gov.uk/guides.htm](http://www.hms0.gov.uk/guides.htm) HMSO Guidance Notes. Publishing and Copyright Notes.