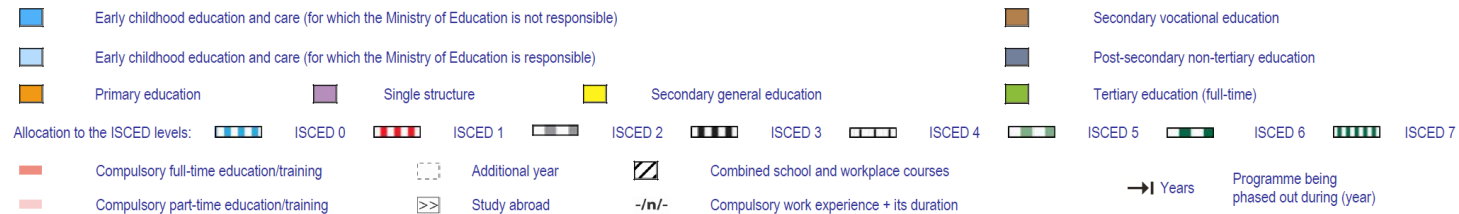
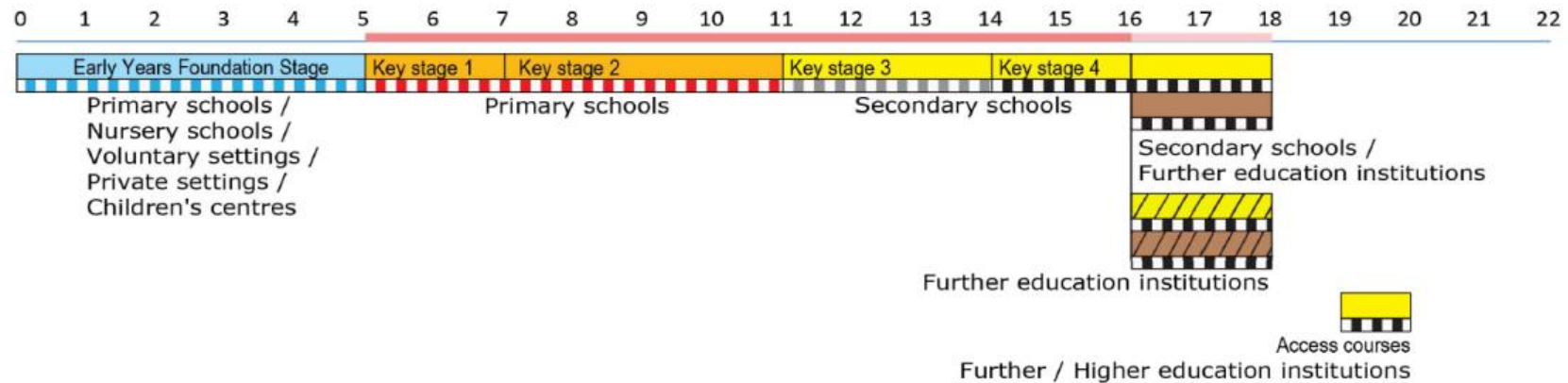




United Kingdom – England

Age of students



1

**A****1) Where the curriculum is organized by subjects**

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
					X	X	X	X	X	X	X	X	X	X	X	X	X	X			

In Early years Foundation Stage, the curriculum is split into 'Areas of learning' which do incorporate specific subjects:

In Key Stages 1 and 2, whilst the curriculum is written in discrete subjects, many Primary Schools choose to amalgamate subjects into more topic-based learning; eg; History and Literacy combined.

In Key Stages 4 and 5, children have chosen the subjects they wish to continue taking.

2

2) Where the curriculum is organized by subject areas

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Clique ou toque aqui para introduzir texto.		
				X																	



In 'Early Years Foundation Stage', the curriculum is split into 'Areas of learning' which do incorporate specific subjects: Communication and Language; Physical development; Personal, Social and Emotional Development; Literacy; Mathematics; Understanding the World; Expressive Arts and Design.

If a child were to attend a Nursery (younger than 4 years old), they too would follow the 'Early Years Foundation Stage'



3) Number of teachers working on the curriculum with the students of the "class group"

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Clique ou toque aqui para introduzir texto.
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[illegible]

I'm sorry; I'm not sure I understand this question. The number of staff in Early Years and Key Stages 1 and 2, would be one teacher per class – each teacher teaches every subject. In Key Stages 3 and 4, it depends on how big the school is, on how many staff teach each subject.

4) How many hours (per week) the students have

[illegible]

For Early Years and Key Stages 1, 2 and 3, the time includes an hour for lunch.

For 16-18 year olds, it depends on how many subjects they are studying.





5) How many subjects there are

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

Clique ou toque aqui para introduzir texto.

				7	10	10	10	11	11	11	11	12	12	12	6	6					
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Key Stage 5 – depends on what subjects the students choose to study.

6

6) How many hours (per week) are allocated to experimental and laboratory work

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

													3	3	3						
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By 'experimental and laboratory work', I am assuming you mean work related to Science lessons (Physics, Biology, Chemistry).

Early Years, Key Stage 1 and Key Stage 2 – this depends on the topic studied. Some Science topics have more reasons to carry out experimental work in them than others. In Key Stage 4 and 5, it depends on whether the student has chosen a subject that involves experimental and laboratory work.





7) What is the presence (in hours) of citizenship in the curriculum? Is it a compulsory topic? Is it allocated time? How much time?

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
											1	1	1	1	1				

Clique ou toque aqui para introduzir texto.

‘Citizenship’ is compulsory in Key Stage 3.

8

Citizenship is covered as part of PSHE (Personal, Social and Health Education) in Key Stages 1 and 2. Religious Education and SRE (Sex and Relationship Education) are also covered throughout Key Stages 1, 2 and 3; which may include some aspects of ‘Citizenship’. All Schools are expected to cover aspects of ‘British Values’ too.

B) Main Curriculum difficulties that students usually present in moving to the next "Key Stage".

In general terms (e.g. from 15 to 16)

The Early Years Foundation does not correlate easily with the rest of the Key Stages, when trying to measure the academic ‘progression’ of children.



There are no major difficulties with transition through the rest of the Key Stages, as each curriculum subject has been written from Key Stage 1 to Key Stage 4. However, where there are difficulties is with the Government continually 'raising the bar' and making changes to exam subject matter; which means that many teachers across all Key Stages, feel that they are not fully up-to-speed with what they should be teaching, to best help the children.

Identify and correlate subjects and levels (e.g. Foreign language from 11 to 12; or Physics from 13 to 14)

Clique ou toque aqui para introduzir texto.

9

C) Think about a particular transversal competence that your national curriculum focuses on as something to develop. Name it. Where and how, in curriculum development, is this competence addressed within curriculum guidelines, and is it specifically assessed?

To gain knowledge and communicate it, in all subjects, you need to be able to write. A famous saying says: "we write as we think and we think as we speak". Therefore, to improve writing we need to improve speaking and listening. This important skill is hard to teach, to learn and to assess.

In the UK's National Curriculum, 'Speaking and Listening' mainly features in the Literacy curriculum, yet the skills are being practiced throughout every subject. It is vital therefore, that every subject teacher is aware of the key objectives in this subject area.

In Key Stage 1 and 2, pupils should be taught skills such as listening and responding; asking relevant questions; articulating and justifying answers, arguments and opinions; using spoken language to hypothesize, imagine and explore ideas; participate in discussions, presentations, performances, role play and debates; considering and evaluating different viewpoints.

In Key Stage 3, pupils should be taught skills such as giving short speeches and presentations; participating in formal debates and structured discussions; improvising, rehearsing and performing play scripts and poetry – using role, intonation, tone, volume, mood, silence, stillness and action to add impact.



In Key Stage 4 it states that teachers should ensure pupils' confidence and competence in this area continue to develop. It states that pupils should be taught to understand and use the conventions for discussion and debate, as well as continuing to develop their skills in working collaboratively with their peers to discuss reading, writing and speech across the curriculum.