



# The 2014 National Curriculum



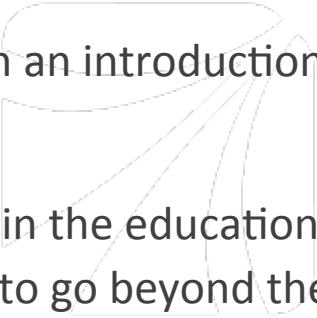
St Johns Angell Town Primary School



# The National Curriculum in England

**Maintained schools in England are legally required to follow the statutory National Curriculum which is set out in the programmes of study on the basis of key stages and subject content for core and foundation subjects.**

- The National Curriculum provides pupils with an introduction to the core knowledge that they need to be educated citizens.
- The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to go beyond the National Curriculum specifications.
- The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons.
- The National Curriculum is assessed by national tests.
- Schools have the freedom to include other aspects of the subjects or topics they are teaching.





# School Curriculum in England

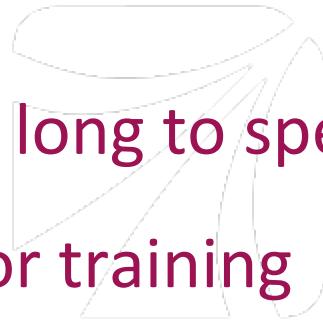
**Schools will still be able to provide and make decisions about a broad and balanced whole-school curriculum. To facilitate this, the National Curriculum does not aim to absorb all of the teaching time in schools.**

- Every state-funded school must offer a curriculum which is balanced and broadly based and which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage and sex education to pupils in secondary education.
- All schools must publish their school curriculum by subject and academic year online.
- All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.



# What Are the Facts? What Are the Myths?

- The National Curriculum should take up the whole of the school day.
- The school can decide how long to spend on each subject.
- There will be no guidance or training from the Department for Education on how to plan or teach the National Curriculum.
- Ofsted will assess the National Curriculum in our school.
- Materials such as QCA Schemes of Work will no longer be produced.





# What Are the Facts? What Are the Myths?

- The National Curriculum should take up the whole of the school day.  
**FALSE!**
- The school can decide how long to spend on each subject. **TRUE!**
- There will be no guidance or training from the Department for Education on how to plan or teach the National Curriculum. **TRUE!**
- Ofsted will assess the National Curriculum in our school. **FALSE!**
- Materials such as QCA Schemes of Work will no longer be produced.  
**TRUE!**



# Implementation: Key Dates

- November 2013-March 2014: Audit
- April 2014-May 2014: Strategic planning
- June 2014: Implement action plan
- September 2014: Deliver the new National Curriculum
- May 2016: National Tests assess the new National Curriculum



# The National Curriculum

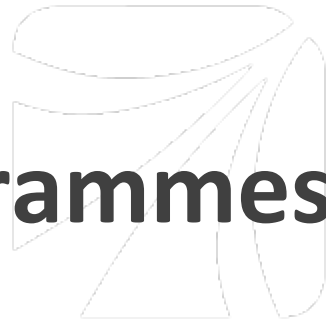
New National Curriculum: published July 2013

**In 2010, the government announced that it would review the National Curriculum to focus on “essential knowledge and concepts”<sup>1</sup> with the aim to “ensure that the new National Curriculum embodies rigour and high standards and creates coherence in what is taught in schools.”<sup>2</sup>**



# National Curriculum 2014

## Changes to the programmes of study







# Changes to English

- The English programme of study includes continued **emphasis on systematic synthetic phonics**, including a progression in teaching which will be familiar to schools already using high quality approaches to teaching systematic synthetic phonics.
- At all levels, there is emphasis on **spelling, punctuation and grammar**, as well as vocabulary development.
- There is a focus **on reading for pleasure** with all children encouraged to “read widely across both fiction and non-fiction ..., to establish an appreciation and love of reading, and to gain knowledge across the curriculum.”<sup>3</sup> This is important to increase pupils’ vocabulary. Reading for pleasure is also emphasised in the introductory section on language and literacy, which states that schools “should provide library facilities and set ambitious expectations for reading at home”.<sup>4</sup>



# Changes to English Continued ...

- As with all subjects of the new National Curriculum, **spoken language** is embedded and is highlighted in the English curriculum with the inclusion of reciting poetry, debates etc. The introduction to the spoken language curriculum emphasises that all children should have the opportunity to participate and gain knowledge, skills and understanding of **drama**.

There is a single, discrete programme of study for spoken language for Years 1 – 6, which highlights the importance of vocabulary development.

- In the new English programmes of study there is:
  - Year-by-year specification at key stage 1, with key stage 2 curriculum organised in two-year blocks.
  - Less focus on specific text types and genres.
  - More flexibility about what to teach in many areas.



# Changes to English: KS1

English focus	Year group affected
Word reading: there is an emphasis on re-reading books and reading aloud.	Years 1 and 2
Comprehension: there is increased focus on engaging with and interpreting texts.	Years 1 and 2
Spoken language: pupils will be expected to recite some poems by heart.	Years 1 and 2
Transcription: some elements are now introduced earlier such as use of prefixes and suffixes.	Years 1 and 2
Composition: there is an increased focus and more detail is included on grammar and punctuation.	Years 1 and 2
Writing: there is increased challenge, including developing “stamina” <sup>5</sup> for writing through longer compositions.	Years 1 and 2
Writing: pupils will be expected to write from memory simple sentences dictated by the teacher that include words taught so far.	Years 1 and 2



# Changes to English: KS2

The programme of study is set out in two blocks for Lower (Years 3 and 4) and Upper key stage 2 (Years 5 and 6).

English focus	Year group affected
Word reading: the National Curriculum for key stage 2 continues to refer to word reading, both in terms of pupils applying their knowledge to understand the meaning of new words and for children working well below age-related expectations.	Years 3 and 4
Comprehension: less detailed prescription on genres and text types, although pupils should continue to read books with a range of different structures.	Years 3 to 6
Writing: greater emphasis on spelling, grammar and punctuation, including statutory lists of words to be learnt in Lower and Upper key stage 2.	Years 3 to 6
More detail is included on handwriting.	Years 3 and 4



# Changes to Mathematics

- The new National Curriculum for mathematics is organised on a year-by-year basis, although schools are only required to cover the programmes of study by the end of each key stage.
- Mathematic skills will be taught across all curriculum subjects.
- “The National Curriculum for mathematics aims to ensure that all pupils:
  - Become fluent in the fundamentals of mathematics.
  - Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations and developing an argument using mathematical language.
  - Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication.”<sup>6</sup>



# Changes to Mathematics Continued ...

- The curriculum covers some areas in more depth than previously, with many topics introduced earlier and some new topics moved from secondary to primary level, such as long division and basic algebra. To allow space for more depth in some areas, content in areas such as data (now under the heading ‘Statistics’) has been reduced.
- Greater emphasis on learning and practising “the fundamentals of mathematics”<sup>7</sup>, particularly number and calculation, using formal written methods and mental strategies as well as reasoning mathematically and problem-solving.
- Calculators should only be introduced near the end of key stage 2 (previous guideline was Year 4).



# Changes to Mathematics: KS1

The key stage 1 programme of study for mathematics is divided into sections on Number (largest section), Measurement, Geometry and Statistics (from Year 2 only).

Mathematics focus	Year group affected
Greater emphasis on acquiring the basics of number and doing simple calculations.	Year 1
Pupils will be expected to count up to 100 rather than 20.	Year 1
Pupils will be expected to know addition and subtraction facts of numbers to 20 (previously taught at Year 2).	Year 1
There is increased challenge in the Year 2 curriculum, although the change is not as great as in Year 1.	Year 2
Pupils will be expected to “recall and use addition and subtraction facts to 20 fluently”. <sup>8</sup>	Year 2
Pupils will be expected to recognise and write fractions.	Year 2
There is an emphasis on using formal written methods for addition and subtraction.	Year 1
There is an emphasis on using formal written methods for multiplication and division.	Year 2



# Changes to Mathematics: KS2

The key stage 2 programme of study for mathematics is divided into sections on Number, Measurement, Geometry and Statistics, with the inclusion of Ratio and Proportion and Algebra at Year 6.

Mathematics focus	Year group affected
Columnar addition and subtraction of three digit numbers.	Year 3
Simple addition and subtraction of fractions.	Year 3
Columnar addition and subtraction of four digit numbers.	Year 4
Recall multiplication tables up to 12 x 12 by end of Year 4 (previously 10 x 10).	Year 4
Solving problems using decimals and fractions.	Year 4
Continued focus on problem-solving, with algebra added to the curriculum in Year 6.	Years 5 and 6
By the end of Year 6, pupils should have mastered all four operations, including long division (previously taught at key stage 3).	Year 6





# Changes to Science

- Much of the content you will teach in science will be familiar, although it is presented differently.
- Spoken language and discussion are emphasised as a way for children to develop scientific vocabulary and communicate their understanding of scientific concepts.
- The programme of study is outlined year-by-year: for example, from learning about plant parts in Year 1 to discovering how plants grow in Year 2, and functions of different plant parts in Year 3.
- Although much of the curriculum is based around knowledge that children should learn, working scientifically is extremely important and is included for each two-year block.



# Changes to Science Continued ...

Note that "'working scientifically' is described separately in the programme of study, but must always be taught through and clearly related to the teaching substantive science content in the programme of study. Throughout the new National Curriculum notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content".<sup>9</sup>

New topics that you will need to cover include:

Topic	Year group
How rocks and fossils are formed.	Year 3
The human digestive system.	Year 4
Simple machines and forces.	Year 5
Evolution and inheritance.	Year 6



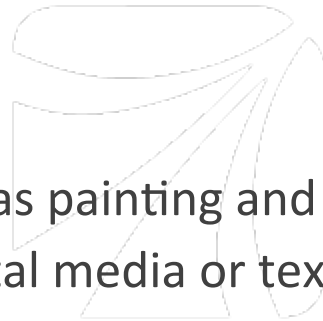
# Changes to Art and Design

The curriculum for art and design has been substantially reduced, with requirements for key stages 1 and 2 covered on two pages of the National Curriculum framework.

The curriculum specifies:

- more emphasis on traditional media such as painting and sculpture, with no explicit mention of other media such as digital media or textiles
- teaching children “about the work of a range of artists, craft makers and designers”.<sup>10</sup>

Key stage 2 focuses on developing techniques introduced at key stage 1, with pupils creating “sketch books to record their observations and ... to review and revisit ideas”.<sup>11</sup>





# Changes to Computing

**Computing will replace the information and communication technology (ICT) programme of study.**

The new National Curriculum specifies:

- that children should be able to “understand and apply the fundamental principles and concepts of computer science”<sup>12</sup> and “can analyse problems in computational terms”,<sup>13</sup> including writing computer programs from key stage 1. This is a contrast to the current ICT curriculum, which focuses on using ICT tools
- a creation of “responsible, competent, confident, and creative users”<sup>14</sup> of information technology, including a strong emphasis on safe and responsible behaviour
- the government is making funds available to create a network of master computer teachers who can provide extra help with the new computing curriculum.



# Changes to Design and Technology

This draft curriculum has been substantially revised to focus on learning to “design and make products that solve real and relevant problems”.<sup>15</sup>

Although there is some focus on everyday tasks, the revised curriculum aims to help pupils “participate successfully in an increasingly technological world”.<sup>16</sup>

The new curriculum specifies:

- particular emphasis on the principles of nutrition and learning how to cook
- specifications for key stage 1 and 2 are arranged in four sections: design, make, evaluate and technical knowledge
- emphasis on ICT and computer-aided design at key stage 2
- separate sections detail what pupils should learn in cooking and nutrition.



# Changes to Foreign Languages

The curriculum specifies:

- that foreign languages are compulsory at key stage 2 from 2014
- that schools can choose from any modern or ancient foreign language
- teaching should be a balance of spoken and written language with emphasis on practical communication in modern languages
- more guidance on writing and grammar than previous guidelines on teaching modern foreign languages at key stage 2
- the study of ancient languages should be about reading comprehension and appreciation of classical civilization.



# Changes to Geography

The curriculum specifies:

- more focus on what should be taught and facts that children should know
- more focus on developing “knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics” instead of the more issues-based geography of the previous curriculum<sup>17</sup>
- less focus on asking questions and more emphasis on learning geographical vocabulary.



# Changes to Geography Continued ...

Geography focus	Key stage affected
There is a focus on the geography of the UK and a contrasting non-European country.	KS1
Pupils should be able to name and locate the world's continents and oceans. They will also learn about the four countries and capital cities of the United Kingdom.	KS1
There is more prescription of locations to be studied, which should be in the UK, Europe (including Russia) and the Americas.	KS2
There is emphasis on geographical skills such as using maps and compasses.	KS2
The study of environmental change and sustainable development has been removed as an explicit part of the curriculum, although the geographical processes that lie behind these issues will be explored, such as in studying climate or vegetation zones in key stage 2.	KS2
The change in emphasis means that some well-established topics, particularly at key stage 2, will no longer be part of the National Curriculum: coasts, India and traffic flows.	KS2





# Changes to History

The curriculum specifies:

- an increased focus on learning chronologically to get an understanding of British, local, and world history
- that at KS1 “teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3”<sup>18</sup>
- that, at key stage 2, “teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content”.<sup>19</sup>



# Changes to History Continued ...

Topic	Key stage affected
Pupils will learn about changes within living memory.	KS1
Historical events (such as the Great Fire of London) and individuals are taught (examples suggest individuals should be used to compare periods e.g. Queen Elizabeth I and Queen Victoria).	KS1
Pupils will learn about British history from the Stone Age to 1066, as well as a local history study and a period after 1066.	KS2
Pupils will learn about early civilizations, ancient Greece, and non-European society that contrasts with British history.	KS2

Topics no longer included in the curriculum at primary level: Tudors, Victorians and World War II, but schools can choose to cover them in addition to the programmes of study if they wish to.



# Changes to Music

The new programme of study for music has been reduced, giving less detail of what should be covered at key stage 1 and key stage 2. The areas covered are similar to the previous curriculum. The curriculum specifies:

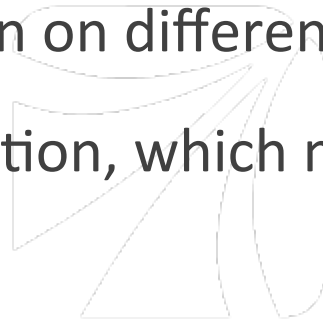
Topic	Key stage affected
Pupils are taught to use voices and instruments to make music and combine sounds, as well as listening to a range of music.	KS1
The curriculum includes performing music in solo and ensemble contexts; improvising and composing music; listening and appreciating a wide range of music; and the history of music.	KS2
Pupils should use and understand the basics of staff and musical notation.	KS2



# Changes to Physical Education

The curriculum specifies:

- details of activities in which pupils should take part in key stage 1 and key stage 2, but includes much less instruction on different aspects that should be taught
- the inclusion of swimming instruction, which must be provided at either key stage 1 or key stage 2.



PE focus	Key stage affected
There is greater emphasis on taking part in a competitive sport.	KS1
A list of suggested team sports is included, as well as other outdoor and adventurous activities.	KS2



# Assessment

- The current system of 'levels' will be removed and will not be replaced.
- Key stage National Curriculum tests will remain, including the Year 6 English grammar, punctuation and spelling test.
- The current National Curriculum will continue to be tested up to and including the summer of 2015. Pupils in Years 2 and 6 will continue to be taught the previous National Curriculum in English, mathematics and science in the year 2014 to 2015. New tests will be introduced in 2016.
- The phonics element of the new English programme of study for reading will be assessed using the phonics screening check for Year 1.
- Ofsted's inspections will be informed by whatever pupil tracking data schools choose to keep and end of key stage assessments, as well as the phonics screening check results for Year 1.



# Find out More ...

Oxford School Improvement Guide [www.oxfordprimary.co.uk](http://www.oxfordprimary.co.uk)

National Centre for Excellence in the Teaching of Mathematics [www.ncetm.org.uk](http://www.ncetm.org.uk)

Council for subject associations [www.subjectassociation.org.uk/](http://www.subjectassociation.org.uk/)

Department for Education [www.gov.uk/government/collections/national-curriculum](http://www.gov.uk/government/collections/national-curriculum)



# References

- <sup>1</sup> Department for Education, The Importance of Teaching (The Schools White Paper), November 2010, p40
- <sup>2</sup> Department for Education, Reform of the National Curriculum in England (Consultation Document), February 2013, p3
- <sup>3</sup> Department for Education, The National Curriculum in England (Framework Document), September 2013, p15
- <sup>4</sup> Department for Education, The National Curriculum in England (Framework Document), September 2013, p11
- <sup>5</sup> Department for Education, The National Curriculum in England (Framework Document), September 2013, p32
- <sup>6</sup> Department for Education, The National Curriculum in England (Framework Document), September 2013, p103
- <sup>7</sup> Department for Education, The National Curriculum in England (Framework Document), September 2013, p103
- <sup>8</sup> Department for Education, The National Curriculum in England (Framework Document), September 2013 p112
- <sup>9</sup> Department for Education, The National Curriculum in England (Framework Document), September 2013 p157
- <sup>10; 11</sup> Department for Education, The National Curriculum in England (Framework Document), September 2013, p200
- <sup>12; 13; 14</sup> Department for Education, The National Curriculum in England (Framework Document), September 2013, p204
- <sup>15; 16</sup> Department for Education, The National Curriculum in England (Framework Document), September 2013, p208
- <sup>17</sup> Department for Education, The National Curriculum in England (Framework Document for Consultation), February 2013, p214
- <sup>18</sup> Department for Education, The National Curriculum in England (Framework Document), September 2013, p220
- <sup>19</sup> Department for Education, The National Curriculum in England (Framework Document), September 2013, p221