

# The Year of the Curriculum

The programme consists of four modules, each with two units:



Unit1: How to ensure your curriculum is consistent with your aims and values

# What do we mean by ‘the curriculum’?

UNESCO's International Bureau of Education considers three interrelated dimensions of the curriculum:

- **the intended or official curriculum as defined in guidelines, frameworks and guides that specify what students are expected to learn and should be able to do;**
- **the implemented curriculum that is actually taught in the classroom, including how it is delivered and who teaches it;**
- **and the attained curriculum that represents what students have actually learned.**

They go on to point out that the challenge is ensuring coherence and congruence between curriculum policy documents, the actual pedagogical process and learning outcomes.

If you wish to read more about UNESCO's work on the curriculum [Click here](#)

# What do we mean by ‘the curriculum’?

## The National Curriculum in England:

- 2.2 The school curriculum comprises all the learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.
- 3.2 ...There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

For full document [Click here](#)

# Which of these is the 'curriculum paradigm' in your school? Is there a need for change?

| Curriculum Type         | Characteristics   |
|-------------------------|---|
| Subject knowledge       | The curriculum is all the documented subject learning schools (are required to) teach   |
| Subjects Plus           | In addition to this subject teaching there are wider elements of the curriculum addressed in other ways e.g. through tutor time, visits, assemblies, performances, extra-curricular(!) activities               |
| All Planned Experiences | Everything planned is part of the curriculum i.e. all of the above learning opportunities plus sports events, parents' evenings, visitors to the school, volunteering opportunities, duties, peer support, etc. |
| All-inclusive           | Everything that happens in school reflects the school ethos and culture and hence everything that happens in school (including unstructured time such as breaks) or through school is part of the curriculum    |

# Our Definition

Throughout this programme the word 'curriculum' is used in its broadest sense

**The school curriculum is everything that happens in school plus everything that takes place through school**

Does this definition feel right for your school?