



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

WALES CURRICULUM 2008

Summary of the consultation proposals

Key Stages 2–4

Title of document

Wales Curriculum 2008: Summary of the consultation proposals.

Audience

Headteachers and governing bodies of maintained schools in Wales; local education authorities; teacher unions and school representative bodies; church diocesan authorities; national bodies in Wales with an interest in education.

Overview

This document sets out the Welsh Assembly Government's proposed key changes to the national curriculum subject Orders in Wales.

Action required

Responses to this consultation document must be received by 30 March 2007. Responses can be sent to the address shown below, using the freepost envelope provided, or submitted electronically to curriculum@beaufortresearch.co.uk. Alternatively, online questionnaires are available at www.wales.gov.uk/consultations

Further information

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Additional copies

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Or by visiting DELLS' website www.wales.gov.uk/consultations

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Wales Curriculum 2008: The objectives

The Welsh Assembly Government intends that, from 2008, there exists in Wales:

- a single coherent framework for curriculum, assessment and qualifications 3–19 which will help schools to raise standards of achievement and widen educational opportunity
- a set of revised subject Orders which are manageable and reflect whole curriculum characteristics and those of each key stage.

The agenda for the development of this revised curriculum and assessment framework for Wales is based on the Minister's acceptance of the key recommendations in ACCAC's *Review of the school curriculum and assessment arrangements 5–16: A Report to the Welsh Assembly Government April 2004*. That report described the context for the review and the evidence that was gathered to inform ACCAC's advice.

Advisory groups for cross-phase (primary and secondary) and additional educational needs worked alongside the personal and social education and subject advisory groups to help revise the curriculum.

Consultation on the curriculum

A series of consultation exercises has been launched as part of the Wales 2008 review. Consultation packs containing the proposals of the Minister for Education, Lifelong Learning and Skills for revised national curriculum subject Orders have been sent out to schools and interested organisations. Parallel consultations have also been launched on:

- a revised framework for personal and social education
- a framework for careers and the world of work
- a non-statutory skills framework
- a national exemplar framework for religious education
- the Foundation Phase framework for children's learning.

These proposals support the Government's aims to ensure that the new school curriculum, assessment and qualifications arrangements will promote an approach that is more learner-centred and skills-focussed and that builds on the Foundation Phase and links effectively with the 14–19 Learning Pathways programme.

The revised subject Orders and the frameworks for personal and social education and careers and the world of work should help deliver the Government's wider aims, including the promotion of:

- better transition from Key Stage 2 to Key Stage 3
- education for sustainable development and global citizenship
- the world of work and entrepreneurship
- healthy eating and physical activity.

Next steps

The consultation on the proposed revisions to the subject Orders will continue until 30 March 2007. The Minister would like to encourage the widest possible participation in the consultation. In addition to the postal consultation a series of consultation seminars will be held.

Details of the key changes in the subject Orders are set out on pages 7–24. Information about the revised subject Orders can be found, along with details of the other consultations, on the Welsh Assembly Government website **www.wales.gov.uk/consultations** Copies of the consultation pack on the revised subject Orders are available from the Welsh Assembly Government helpline on 029 2037 5427. Copies of the other consultation packs can also be obtained from this number.

When this consultation has been completed a report will be submitted to the Minister. The report will be published.

Personal and social education

Personal and social education (PSE) is the process of helping learners to develop the skills, knowledge and understanding they need to live confident, healthy, independent lives. Learners are also helped to clarify their personal values and attitudes in relation to those held by other people and society in general. The revised framework for PSE will be for 7–19-year-olds and identifies the learning opportunities that a school or college should provide to support and promote the personal and social development and well-being of its learners.

The framework for PSE has been revised and updated to reflect the continuum of personal and social development from the Foundation Phase to the 14–19 Learning Core. The revised framework follows the pattern of national curriculum subjects by dividing requirements into skills and range for each of the key stages. The development of skills has been given greater prominence and skills learning outcomes have been grouped under common headings from the *Skills Framework* and the wider key skills. Learning outcomes for attitudes and values, and knowledge and understanding have been grouped within the range section. To reflect Welsh Assembly Government cross-cutting themes and priorities, and to assist curricular planning, the ten aspects from the existing framework have been rationalised into five key themes. To complement 14–19 Learning Pathways the framework has been extended to include learning outcomes for post-16 learners.

To support this work a PSE Advisory group was convened that consisted of experienced PSE Coordinators from primary, secondary and special schools representing geographical and linguistic representation from across Wales. Other group members representing external agencies included a representative from the Welsh Network of Healthy Schools Coordinators, The Eco-Schools Coordinator for Wales and the Education Adviser, NSPCC Cymru. Key partners from Estyn, and the Health Promotion and Youth and Pupil Participation Divisions, the Welsh Assembly Government were also consulted on a regular basis. Mechanisms for regular consultation and feedback were established with the Wales LEA PSE Advisory Group.

Careers and the world of work

This new framework entitled *Careers and the world of work: a framework for 11- to 19-year-olds* brings together the two earlier frameworks called *A Framework for Careers Education and Guidance for 11 to 19-year-olds in Wales* and *A Framework for Work-Related Education for 14 to 19-year-olds in Wales*. This is in response to the large majority that requested a common framework in their responses to the review of the school curriculum

conducted in 2003/4. The framework follows the pattern of national curriculum subjects by dividing requirements into skills and range for each of the key stages. In line with the PSE framework and 14–19 Learning Pathways, the importance of attitudes and values is given a significant profile. The intention from the outset has been to produce a working document that is both clearer and more manageable than its two predecessors. As such, it should have a positive effect on workload issues. The people working on this project have brought expertise from the secondary school sector, special schools, colleges, work-based trainers, the careers advisory service and LEAs. In addition to seeking good geographical and linguistic representation, particular attention has been paid to ensuring that the membership included a significant number of colleagues with experience that included work-focused learning. The framework will be for 11–19-year-olds.

The *Skills Framework*

The *Skills Framework* has been developed to provide guidance about continuity and progression in thinking, number, information and communication technology (ICT) and communication for learners from 3–19 and beyond. These are the skills that will enable learners of any age to become successful, whether in school, the workplace, at home or elsewhere and they need to be firmly embedded into the experience of learners across all their learning.

The framework is made up of four sections – the development of thinking, number, ICT and communication across the curriculum. It aims to use language in common with statements relating to other areas of education – for example, the wording of the Foundation Phase learning outcomes and that of the Key Skills qualifications (Levels 1 and 2) – so that each complements and reinforces the other. The three wider Key Skills: working with others, improving own learning and performance and problem-solving, are integrated into the *Skills Framework*, most notably in the development of thinking.

Throughout the revision of the subject Orders and the frameworks for personal and social education, careers and the world of work and religious education, care has been taken to ensure consistency with the *Skills Framework*. There is, however, no expectation that all subjects/curriculum areas will cover all the skills defined.

National Exemplar Framework for Religious Education

The *National Exemplar Framework for Religious Education* is a guidance document for SACREs and agreed syllabus conferences to support them in revising their locally agreed syllabuses. It will provide a template for SACREs to ensure greater commonality for Agreed Syllabuses in the future.

The framework was developed with the help of an advisory group made up of teachers, an adviser and a representative from Estyn and with input from the WASACRE/DELLS conference in May 2006.

It contains guidance on the Foundation Phase and exemplar programmes of study for Key Stages 2, 3, 4 and post-16 which follow a similar format to the national curriculum subject Orders. Each programme of study is divided into Skills and Range. The Skills section covers Engaging with fundamental questions, Exploring religious beliefs, teachings and practice and Expressing personal responses, whilst the Range covers The world, Human experience and the Search for meaning. National exemplar level descriptions are also provided.

Foundation Phase Framework for Children's Learning

The proposals in the Welsh Assembly Government's document *The Learning Country: Foundation Phase 3–7 years* included developing a curriculum that linked and strengthened the principles and practice in ACCAC's document *Desirable Outcomes for Children's Learning Before Compulsory School Age* (2000) with the programmes of study and focus statements in the Key Stage 1 National Curriculum, to create a rich curriculum under seven areas of learning for young learners in the Foundation Phase. The current *Draft Framework for Children's Learning* was introduced and implemented by the 41 pilot settings/schools across Wales in September 2004.

The framework has been amended and updated to take into consideration the experiences of the pilot settings/schools. The framework follows the pattern of national curriculum subjects by dividing requirements into Skills and Range for each of the areas of learning. The development of skills has been given greater prominence and there has been quite a reduction in the content of each area of learning. In line with the PSE framework and 14–19 Learning Pathways, the importance of attitudes and values is given a significant profile across all areas of learning.

To support the development of the framework, an Assembly group consisting of interested organisations, schools and Assembly staff, has been involved in curriculum and assessment matters from summer 2004. A group of practitioners was also convened consisting of Foundation Phase staff from playgroups, nursery, infant, primary and special schools to ensure geographical and linguistic representation and to reflect the diversity of settings/schools involved in the Foundation Phase.

The national curriculum subject Orders

In revising the subject Orders, opportunities have been taken to:

- revise the Common Requirements section to clarify each subject's contribution to developing skills across the curriculum and to the Curriculum Cymreig and personal and social education
- review the use of the icons for skills and other requirements to give a fuller picture of opportunities for skills development and application
- revise the 'Access for all pupils' text to clarify breadth and depth of study, and to ensure inclusion and accessibility for all pupils, especially those with additional educational needs
- revise and rename focus statements to reflect the focus on skills development and application and to provide an overview of what is involved in each key stage for each subject
- develop a common structure – Skills and Range – initially identifying the required skills for each subject and then the range of contexts, opportunities and activities through which these skills should be developed
- use the non-statutory *Skills Framework* to underpin the review of the subject Orders, adding text consistent with that used in the *Skills Framework* to indicate where opportunities and contexts exist to develop skills across the curriculum
- update and reduce content, where necessary, to ensure relevance to the twenty-first century, taking account of learners' personal development and well-being, their preparedness for citizenship, community life and employability within a bilingual Wales, and education for sustainable development and global citizenship
- add non-statutory examples, where necessary, to clarify key experiences and learning opportunities
- re-draft level descriptions, where necessary, to indicate clearly progression in skills relevant to each subject, and to recognise the progress of pupils who are working below Level 1
- remove references to the Key Stage 2 and 3 Programmes of Study from the level descriptions
- reduce the level of prescription in the Key Stage 4 Programmes of Study to allow qualifications that provide different and more inclusive pathways through each subject, giving learners greater opportunities for choice and participation.

Proposed key changes to the subject Orders

The following sections set out the proposed key changes to each of the national curriculum subject Orders.

English

- Greater consistency has been achieved between the Welsh and English Orders.
- Across Key Stages 2 and 3 a corresponding numbering of both Skills and Range has been used. The same numbering system broadly applies to Key Stage 4, though some aspects of the skills have not been repeated as there is an assumption that they will have been established at Key Stages 2 and 3.
- In all three attainment targets, content of the Language Development section has been subsumed within either the Skills or Range sections.
- With reference to the use of standard English, emphasis has been placed on a developing understanding of the appropriateness of the formal register in particular situations.
- References to media, drama and moving image have been strengthened where possible as key features for learning in the twenty-first century, increasing relevance and enhancing learners' motivation.
- Audience, range and forms are identified as being wide and flexible to accommodate the needs of the twenty-first century.
- At Key Stage 4 consistency with the Key Skill of Communication and with current definitions of Functional Skills has been achieved.

Oracy

- More explicit references to the importance of providing opportunities to listen and engage with/respond to a variety of situations have been included.
- In the Key Stage 2 Programme of Study reference is made to 'evaluate...' and 'develop understanding of how to improve...' Similar requirements appear at Key Stages 3 and 4. These skills are reflected implicitly through the level descriptions.
- In the level descriptions, standard English is first referred to at Level 4 (current Order Level 3).

Reading

- Reference to punctuation has been added to signal the importance of understanding how punctuation clarifies meaning for a reader.
- In the Skills section, talking and writing are identified explicitly as response modes in order to promote both oral and written responses to reading.
- Opportunities to read collaboratively are signalled and confirm the importance of guided and shared reading strategies.
- Use of ICT packages to promote information retrieval strategies and the collation of information is identified.
- In both key stages the Range section now identifies texts, 'that reflect the diversity of society in the twenty-first century.'
- In the level descriptions at Levels 6 and 7, explicit reference has been made to, 'non-literary texts' in order to strengthen awareness of this genre in the Reading Programme of Study.
- At Level 8 the phrase, 'select, analyse and synthesise information and ideas...' makes explicit the level of achievement anticipated.

Writing

- In all key stages the sections addressing handwriting and presentation now contain explicit reference to keyboard skills and the use of ICT presentational devices.
- The Range sections are deliberately common to all key stages.
- In order to align assessment criteria more closely across the language Orders, the reference to 'organising writing into paragraphs,' appears at Level 4 as it does in the Welsh level descriptions (currently Level 5 in the English level descriptions).
- Reference to 'joined writing' is now omitted. The phrase, 'work is legible and well presented,' appears from Level 5 onwards.
- From Level 5 onwards references to punctuation use are not itemised.

Welsh

- Greater consistency has been achieved between the Welsh and Welsh second language models and between the Welsh and English Orders.
- Wherever possible, strands are the same in Welsh, Welsh second language and English; the same numbering system applies in both Welsh models and in the English Order. Where there are additional points in one of the Orders, these are placed at the end of the list.
- Progression across key stages and models has been clarified, using the same terminology where possible.
- In all three attainment targets, content of the Language Development section has been subsumed within either the Skills or Range sections.
- Emphasis has been placed on a developing understanding of the appropriateness of the formal register in particular situations.
- Audience, range and forms are identified as being wide and flexible to accommodate the needs of the twenty-first century.
- At Key Stage 4 consistency with the Key Skill of Communication and with current definitions of Functional Skills has been achieved.

Oracy

- Explicit references to evaluating the talk of others, as well as their own, have been added and also the need to 'consider ways of improving'.
- The need to 'conjugate prepositions' and to be 'aware of the gender of nouns' in Welsh/Key Stage 3 Welsh second language has been changed to 'using prepositions' and 'using the gender of nouns'.
- There is an emphasis on making links with and drawing on their knowledge of English and other languages as a means of increasing their overall confidence in using language.
- Greater emphasis is placed on developing arguments and supporting their views with reasons; this emphasis is reflected in the level descriptions and expressing an opinion now appears at Level 3 in Welsh second language.

Reading

- Reference to punctuation has been added to indicate its significance in clarifying meaning.
- Reference to the way texts change when adapted for different media has been added to the Welsh model.
- In the Welsh model/Key Stage 3 in Welsh second language, 'challenging material' and 'information material and reference material' have been added to the range of reading required.
- References to identifying and appreciating different styles within texts have been strengthened.
- Greater emphasis is placed on information retrieval strategies and the collation of information; this change is reflected in the level descriptions.
- Reference to specific reading strategies such as phonics and graphics has been removed in favour of 'various strategies'.

Writing

- Handwriting and presentation skills have been added to Key Stages 3 and 4 and in all key stages this section contains explicit references to keyboard skills and the use of ICT presentational devices.
- As in Oracy the need to 'conjugate prepositions' and to be 'aware of the gender of nouns' in Welsh/Key Stage 3 Welsh second language has been changed to 'using prepositions' and 'using the gender of nouns'.
- Additions have been made to the punctuation items at Key Stage 2; whilst the list at Key Stages 3 and 4 has been replaced by reference to 'use the full range of punctuation marks'.
- Emphasis has been placed on 'evaluating their own work and the work of others' in Welsh/Key Stage 4 Welsh second language, this replaces 'discussing features...of work'.

Mathematics

The programmes of study have been written in terms of Skills and Range with the following strands:

	Skills		
KS2/KS3/KS4	Solve mathematical problems	Communicate mathematically	Reason mathematically
	Range		
	Number		
KS2/KS3/KS4	Understand number and number notation	Calculate in a variety of ways	Investigate patterns and relationships
	Measures and money		
KS2/KS3/KS4	Understand and use measures	Understand and use money	
	Algebra		
KS3/KS4 only	Understand and use algebraic relationships, functions and graphs		
	Shape, position and movement		
KS2/KS3/KS4	Understand and use the properties of shapes	Understand and use the properties of position and movement	
	Handling data		
KS2 only	Collect, represent and interpret data		
KS3/KS4 only	Collect, represent, analyse and interpret data	Understand and use probability	

- Much of the Skills section is closely related to Using and applying mathematics, Attainment Target 1 in the current national curriculum mathematics Orders.
- References to probability, pie charts, translation, π and circumference of a circle, and order of rotational symmetry have been removed from the Key Stage 2 Programme of Study and added to the Key Stage 3 Programme of Study.
- References to higher-order polynomial equations, loci, lines of best fit, correlation, dimensions, inter-quartile range and calculation of probabilities of a combination of two events have been removed from the Key Stage 3 Programme of Study and placed in the Key Stage 4 Programme of Study.
- References to rational and irrational numbers, fitting functions to sets of data, vectors, standard deviation and sampling methods have been removed from the Key Stage 4 Programme of Study.

- Some of the detail has been removed (e.g. in the Key Stage 2 Programme of Study 'extend their understanding of the number system to negative numbers in context, and decimals with no more than two decimal places in the context of money, and three decimal places when working with metric units' has become 'use negative numbers in the context of temperature and decimals in the context of money and measures').
- Duplication between different sections has been removed; for example, references to mathematical language are included under 'Communicate mathematically' and so are not included under Number (four operations – use associated language) or Shape ('...developing precision in using related geometrical language').
- Some phrases have been amended to reflect the skills more clearly.
- Examples related to the twenty-first century and financial capability have been added.
- The 'Pupils should be given opportunities to...' statements at the beginning of each current strand have been incorporated into the programmes of study, either into the Skills section or the relevant context, for example, 'appreciate the approximate nature of measurement and apply their measuring skills in a range of contexts' (Shape, Space and Measures KS2) has been included (re-phrased) under Skills in 'Solve mathematical problems'.
- The level descriptions for each of the four current attainment targets have been combined, and written as one attainment target incorporating the Skills and the Range, giving a single paragraph for each level, with Levels 1 to 3 tying in with the proposed Foundation Phase outcomes. This means that teachers will need to consider only three separate consecutive paragraphs, with no weighting, in order to determine a learner's best-fit level.
- Some of the current statements have been shortened, simplified or combined. For example:

Level 4: 'Pupils are developing their own strategies for solving problems and are using these strategies both in working within mathematics and in applying mathematics to practical contexts. They present information and results in a clear and organised way' has become 'Pupils develop strategies for solving problems, and present information and results systematically.'

Level 7: 'Pupils appreciate the imprecise nature of measurement and recognise that a measurement given to the nearest whole number may be inaccurate by up to one half in either direction' has become 'They appreciate the imprecision of measurement'.

Science

- The programmes of study across Key Stages 2 and 3 follow the same structure with generic skills being relevant and integral to the whole range to create maximum choice and flexibility in a broad and balanced curriculum.
- Each of the sections: Independence and interdependence of organisms, The sustainable Earth and How things work (KS2)/Energy (KS3), has an overarching statement or aim to enable teachers to see the 'big picture'.
- Scientific Enquiry has been subsumed into the Skills section, which also reflects the skills of Developing thinking, Communication, Number and ICT. In addition, types of enquiry have been identified which differ from the traditional fair test enquiry to guide teachers to a wider range of enquiries.
- The enquiry part of the Skills section has been split into the three main Developing thinking areas: Plan, Develop and Reflect, to make these processes explicit to teachers.
- In general, the statements from the national curriculum science Order 2000 have been combined and generalised to increase flexibility and better allow teachers to take account of pupils' prior learning and so target teaching at gaps or misconceptions in pupils' skills, knowledge and understanding. Some statements have been removed to allow for better progression from the Foundation Phase and into the core Key Stage 4 Programme of Study.
- At Key Stages 2 and 3, Life Processes and Living Things has been replaced with Independence and interdependence of organisms. At Key Stage 2, it is expected that pupils will have the opportunity of fieldwork in order to compare two local environments. At Key Stage 3, statements concerning human activity and its effect on environments and how medicine and technologies can affect the quality of life have been added.
- At Key Stages 2 and 3, Materials and their Properties has been replaced with The sustainable Earth. At Key Stage 2, pupils will study recycling and therefore, although reference to separating materials is not explicit, it is expected that they will study how materials to be recycled are separated. At Key Stage 3, a statement referring to the uses of sustainable materials has been added.

- At Key Stage 2, Physical Processes has been replaced with How things work with the emphasis being on using science to explain how everyday machines, instruments, toys and devices work. At Key Stage 3, Physical Processes has been replaced with Energy. The Forces and Motion section has been removed and statements on work done and new energy technologies have been added.
- The existing four attainment targets have been combined to make a single attainment target. This emphasises the importance of skills in science and the opportunities to make links across the range of learning.
- Level descriptions have been revised to reflect changes in the programmes of study. The pitch and challenge remain the same. Aspects of progression between the descriptions have been clarified.
- At Key Stage 4, the programme of study has the same overall structure of Skills and Range as the previous key stages but follows the requirements already agreed between Wales, Northern Ireland and England from which the new GCSEs in Science derive. These began in September 2006.

Design and technology

- In the Skills section, Making has been subdivided into generic making skills and those related to Food, Rigid and flexible materials (KS2), Resistant materials and textiles (KS3), and Systems and control.
- Practical food preparation skills have been made compulsory at Key Stages 2 and 3.
- Food and Rigid and flexible materials have been made compulsory at Key Stage 2.
- Food and Resistant materials and textiles have been made compulsory at Key Stage 3. Systems and control remains compulsory.
- Examples at Key Stages 2 and 3 in both the Skills and Range sections have been updated to reflect life in the twenty-first century.
- More emphasis has been given to health and safety issues under Range at both key stages.
- A statement has been added to Range at both key stages to focus on issues of sustainability and responsibility for the environment.
- Level descriptions have been revised in order to clarify progression.

Information and communication technology

- The title has been changed from information technology (IT) to information and communication technology (ICT).
- More detail has been added under Range about types of activity and contexts for learning.
- Greater emphasis has been placed on using ICT to generate new information on which to make decisions.
- Examples have been reviewed and updated to reflect life in the twenty-first century.
- A statement has been added to Range to focus on health, safety and child protection.
- Level descriptions have been revised to clarify progression.

Modern foreign languages

- The programme of study has been re-ordered under new headings in order to define more clearly the **skills** that pupils should be taught in modern foreign languages (MFL) – Oracy, Reading and Writing – and the **range** within which these should be developed – Intercultural understanding, Language learning strategies and Activities and contexts.
- The areas of experience have been removed in order that teachers can develop a range of up-to-date and motivating contexts for language teaching and learning which are relevant to their pupils' interests and experience.
- The statements in the programme of study have been substantially amended in order to improve clarity, and to place the emphasis firmly on developing pupils' language skills and providing opportunities to use language meaningfully for a range of purposes. There is also a greater emphasis on making links with and using common skills and knowledge from other languages as well as explicit opportunities to appreciate and compare other cultures and communities.
- The attainment targets for Speaking and Listening have been combined into a single attainment target for Oracy. This is to reflect the programmes of study for Welsh and English and to enable a wider range of listening skills to be assessed.
- The level descriptions have been rewritten in order to define more clearly progression in languages and to remove references to specific structures and content.
- There is a non-statutory framework for teaching modern foreign languages in Key Stage 2 which supports progression into Key Stage 3 and can be used to develop pupils' language skills in the primary context.

History

- The names of the five key aspects of history remain the same, as do the skills, knowledge and understanding they embody, but their wording has been revised to indicate more closely the links with the *Skills Framework* at that key stage.
- To reduce perceived content overload, the detail given for each historical period or topic has been substantially reduced and a focus given to its study.
- To support the enquiry approach to history, to reduce content and to provide a closer focus for pupils' learning, the requirement that pupils engage in investigations is included at both key stages. Key questions have been provided to structure such investigations.
- There is overlap between the historical periods studied at Key Stage 2 and Key Stage 3. This has always been the case, with the intention that this would enable the social history studied at Key Stage 2 to provide a basis for a more detailed study of the political, economic, social and cultural history of these periods at Key Stage 3. This intention is now made explicit in the programme of study, and the requirement to study social history at Key Stage 3 has been removed.
- Local history is no longer a discrete topic, but is to be included in the study of all periods at Key Stage 2 and of two specified periods at Key Stage 3. This reduces content, and also provides the structure for a more holistic study of history across a range of scales, from the local to the global.
- At Key Stage 2, an additional context (The Age of the Princes) has been added as an extra option. This provides an opportunity to bridge the present 1,500 year gap between the study of the daily life of the Iron Age Celts or Romans and the study of life in Tudor times. It also provides a basis for study of the mediaeval period at the beginning of Key Stage 3, thus reducing content at that point.
- The content requirement for the nineteenth and twentieth centuries at Key Stage 2 has been considerably reduced.
- At Key Stage 2, the change and development theme of reading and writing has been removed, and the themes of homes, food and farming and transport integrated into the study of all contexts, in order to provide for a more holistic approach and to reduce perceived content overload.

- At Key Stage 3, the requirement to study a discrete historical theme has been removed. The key questions provide opportunities to consider some of these themes, providing for a more holistic approach, while reducing content.
- The importance of enquiry has been strengthened by including references to pupils asking as well as answering questions about the past at Levels 1 and 2 and by giving more detail on developing historical enquiry and evaluative skills at the higher levels.
- From Level 4, the nature of the historical terms used has been more closely defined in line with the Communications section of the *Skills Framework*.

Geography

- The programmes of study have been reorganised. For both Key Stage 2 and Key Stage 3 there are four groups of geographical skills: Locating places, environments and patterns; Understanding places, environments and processes; Investigating; and Communicating. Range describes the contexts in which the skills, knowledge and understanding will be developed. At Key Stage 2 the range is focused on places; at Key Stage 3 the range is focused on themes.
- The content for Key Stage 2 has been modified. 'A contrasting area in Wales' is replaced by 'An investigation into an aspect of the geography of the whole of Wales'. The theme of 'environmental change' becomes 'living in my world' to include both sustainability and global citizenship.
- The content of Key Stage 3 has been reduced and updated, and overlap removed. The current requirement to study three places and ten themes has been replaced by nine topics.
- A requirement to investigate 'geography in the news' is introduced for both key stages to encourage pupils to understand how geography is relevant to their everyday lives.
- The level descriptions have been revised to achieve greater consistency and describe progression for each of the four skills areas.

Art and design

- The title has been changed from art to art and design to reflect existing good practice and to recognise the link between the two in terms of employment opportunities.
- The Order comprises three elements of equal importance – Understanding, Investigating and Making – and is organised in this way in both the Skills and Range sections.
- A statement has been included to encourage an integrated approach to the delivery of the three components: Understanding, Investigating and Making.
- The content of the curriculum in 2000 has remained mainly intact with some additions and fine tuning but bullet points have been incorporated to introduce more clarity.
- Examples have been introduced in Key Stage 3 to illustrate how transferable skills can be developed and addressed within an art and design context.
- A third strand that addresses 'evaluation' has been introduced to the Understanding column in Range at Key Stage 2.

Music

- The three components – Performing, Composing and Appraising – have been retained.
- The section on skills has been subdivided into ‘pupils should be given opportunities to’ and ‘during which they should’. This sub-division is intended to aid planning.
- The repertoire requirements have been moved into the Range section of the programme of study. They have been redrafted to become more learner-centred, to encourage learners to make links between their own music-making and the music of others, and to recognise the way music continually evolves.
- References to notation have been deleted in the revised text as the statements were felt to be misleading and unhelpful.

Performing

- At both key stages, a new statement now reads: ‘Pupils should be given opportunities to practise and evaluate their performing in order to improve.’
- At both key stages, the revised text makes explicit reference to communicating with others when performing, i.e. wider communication skills.
- At Key Stage 3, a new statement now reads: ‘Realise music using ICT and music technology.’ This statement brings the music Order up-to-date, as it includes DJing, multi-tracking, mixing, etc.

Composing

- At both key stages, text has been repositioned to emphasise the central skills within this component, i.e. improvising, composing and arranging.
- To bring the Order up-to-date, new text has been added at Key Stage 3: ‘Compose using ICT and music technology.’

Appraising

- At both key stages, text has been repositioned to emphasise the central skills within this component, i.e. listening to and appraising music.
- At Key Stage 3, the requirement for pupils to show an understanding of style and an ability to relate music, where appropriate, to its social, historical and/or cultural background has been deleted.

Physical education

- The programmes of study across all key stages follow the same structure with the skills organised under four areas of experience (Health, fitness and well-being activities, Creative activities, Adventurous activities and Competitive activities) to create maximum choice and flexibility in a broad and balanced curriculum.
- All pupils will select activities from Adventurous activities at Key Stages 2 and 3, and as an optional activity at Key Stage 4. This new obligation reflects the importance given to such activities by Welsh Assembly Government in its recent publication *Climbing Higher*.
- Health-related exercise programmes have been replaced by Health, fitness and well-being activities across all key stages to reflect an integrated, broader, practical emphasis within each programme of study. It is the one obligatory area of experience at Key Stage 4. This considerable emphasis reflects the major importance of this area of experience to the health of young people today and to future active lifestyles.
- The requirement to teach swimming at Key Stage 2 (under Adventurous activities) may be further developed in any of the key stages through Health, fitness and well-being activities, Creative activities or Competitive activities depending upon the particular focus of the swimming activity.
- Opportunities for developing different roles such as performer, leader, or official exist in Key Stages 3 and 4 and could be applied in any of the areas of experience.
- Breadth of study for each key stage may be found under Range, together with non-statutory examples of the types of activities pupils may wish to pursue.
- Level descriptions have been revised to reflect changes in the programmes of study. The pitch and challenge remain the same. Aspects of progression between the descriptions have been clarified.