

National Curriculum Review - Call for Evidence

Consultation Response Form

The closing date for this consultation is: 14 April 2011

Your comments must reach us by that date.

THIS FORM IS NOT INTERACTIVE. If you wish to respond electronically please use the online or offline response facility available on the Department for Education e-consultation website (<http://www.education.gov.uk/consultations>).

Information provided in response to this consultation, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

If you want all, or any part, of your response to be treated as confidential, please explain why you consider it to be confidential.

If a request for disclosure of the information you have provided is received, your explanation about why you consider it to be confidential will be taken into account, but no assurance can be given that confidentiality can be maintained. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department.

The Department will process your personal data (name and address and any other identifying material) in accordance with the Data Protection Act 1998, and in the majority of circumstances, this will mean that your personal data will not be disclosed to third parties.

Please tick if you want us to keep your response confidential.

Reason for confidentiality:

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Organisation (if applicable) Royal Geographical Society (with IBG)
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SW7 2AR

If your enquiry is related to the policy content of the consultation you can contact the DfE Public Communications Unit on:

Telephone: 0370 000 2288

e-mail: NCRReview.RESPONSES@education.gsi.gov.uk

If you have a query relating to the consultation process you can contact the Consultation Unit on:

Telephone: 0370 000 2288

e-mail: consultation.unit@education.gsi.gov.uk

SECTION A: ABOUT YOU

Please select ONE box that best describes you as a respondent. (Head teachers and teachers please select the school sector you work in).

<input type="checkbox"/> Parent/Carer	<input type="checkbox"/> Chair of Governors/Governor	<input type="checkbox"/> Pupil/Student
<input type="checkbox"/> Secondary School	<input type="checkbox"/> Primary School	<input type="checkbox"/> Special School /SEN Sector
<input type="checkbox"/> Academy	<input type="checkbox"/> Independent School	<input type="checkbox"/> Early Years Sector
<input type="checkbox"/> Local Authority	<input type="checkbox"/> Employer/Business Sector	<input type="checkbox"/> Subject Association
<input type="checkbox"/> Awarding Organisation	<input type="checkbox"/> Government Body	<input type="checkbox"/> Higher Education - Education Specialist
<input type="checkbox"/> Higher Education - Other	<input type="checkbox"/> Further Education Provider	<input checked="" type="checkbox"/> Learned Society
<input type="checkbox"/> Teaching Association/Union	<input type="checkbox"/> Other (please specify in box below)	

Please Specify:
Royal Geographical Society (with IBG)

Is your response representative of an organisation or is it an individual response?

Organisation Individual

Please Specify:
Royal Geographical Society (with IBG)

SECTION B: FOR PARENTS AND CARERS ONLY (Q1 - Q5)

Please go to Section C if you are not a parent or carer

The National Curriculum sets out what all pupils in England should learn from the ages of 5 to 16. It is not intended to cover everything that children should be taught, but only the essential knowledge which should be determined nationally, rather than by individual schools. More information on the current National Curriculum can be found [here](#).

As part of the review of the National Curriculum, we want to know how you as parents/carers can be well informed about what your child should be learning, so that you can support your children and know what to expect from their school. So please let us know your views and experiences.

1 Do you have a child or children in any of the following age groups? Please tick all that apply.

<input type="checkbox"/> Under 4	<input type="checkbox"/> 4-10 years	<input type="checkbox"/> 11-16 years
<input type="checkbox"/> Over 16		

Comments:

2 What would most help you to know what your children should be learning in different subjects at school?

Comments:

3 Currently schools use eight National Curriculum "levels" to identify the level at which children are working in each subject (eg "Your child is at Level 4 in English and Level 5 in mathematics"). Does this kind of reporting help you to understand how well your child is doing at school?

Yes No Not Sure

Comments:

4 Is there anything that you think could be done to the National Curriculum that would help you support your children's learning more effectively?

Comments:

5 Please use this space for any other comments you would like to make about issues covered in this section.

Comments:

SECTION C: GENERAL VIEWS ON THE NATIONAL CURRICULUM (Q6a - Q8)

The National Curriculum is one part of the wider school curriculum. Each subject in the National Curriculum has a statutory Programme of Study that is determined by the Government setting out the content to be taught in that subject. Schools are legally required to teach these subjects and the specified content to all pupils at the relevant key stages (a key stage is a group of school years). More information on the current National Curriculum can be found [here](#).

The National Curriculum was originally envisaged as a guide to what children should learn in key subjects, giving parents and teachers confidence that students were acquiring the knowledge necessary at each level of study to make appropriate progress. As it has developed, the National Curriculum has come to include more subjects, prescribe more outcomes and take up more school time than originally intended. It is the Government's intention that the National Curriculum be slimmed down so that it properly reflects the body of essential knowledge in key subjects and does not absorb the overwhelming majority of teaching time in schools. Individual schools will then have greater freedom to construct their own curricula in subjects outside the National Curriculum, to reflect local circumstances and the needs of their pupils.

The purpose of this section is to find out your general views on the current National Curriculum and what, if anything, you think should be changed.

6 a) What do you think are the key strengths of the current National Curriculum?

Comments:

- The current curriculum provides a 'broad and balanced' education for all young people.
It is essential that all young people learn English, mathematics, geography, history and science as the essential core.
- It reflects subject disciplines in the organisation of the curriculum.
In our view this subject base needs strengthening at key stages 1, 2 and 3 as it has been undermined in recent years by, for example, QCDA promoting the integrated teaching of subjects.
- It provides a statutory entitlement through which pupils gain the opportunity to learn about key areas of knowledge and understanding and subject specific skills and concepts.
This provides parents and employers with the confidence that young people are gaining the appropriate knowledge, understanding and skills which will equip them for further study and careers.
- It provides the potential to reduce repetition across Key Stages (although this is not always realised) and to lead into, as appropriate, further study at GCSE and A Level.

6 b) What do you think are the key things that should be done to improve the current National Curriculum?

Comments:

- A greater emphasis on the fundamental knowledge, understanding and skills for key subject disciplines – English, mathematics, geography, history and science - to provide rigour across the Key Stages.
- A reduction in the number of subjects that is statutorily required.
- A focus on subject specialism at KS3 and in the primary phase, particularly in Years 5 and 6, with subjects being taught separately and by trained subject-specialists in KS3 if not at primary level.
- That the statutory subjects should clearly identify an irreducible core of fundamental knowledge, skills and understanding. This should form the foundation for all national curriculum subjects. Beyond that core learning, teachers should have the flexibility to be able to extend and develop their pupils learning.
- The separation of the statutory curriculum into its current 'core' and 'foundation' subjects provides an unhelpful demarcation that separates subjects, regardless of their statutory nature, into a first and second tier. This demarcation should be removed.

7 a) What are the key ways in which the National Curriculum can be slimmed down?

Comments:

- The Society welcomes the Wolf Report's recommendation that vocational elements should only make up 20% of the 14-16 curriculum. The Society agrees that it is not appropriate for pupils to be channelled in to vocational or academic pathways at 14 and that this choice is better left to post 16.
- The National Curriculum could be slimmed down by removing some of the subjects that are currently statutory, such as citizenship and ICT.
 - Their statutory status creates the potential for them to 'crowd out' the timetable and also, in some schools, for these subjects to become required 'short courses' at GCSE limiting the time available and option choices for pupils to study key subjects.
 - Aspects of these subjects should still be taught but should be embedded in learning through other subjects. An example, in relation to the use of ICT, would be learning about and using Geographical Information Systems (i.e. the use and combination of digital mapping with data sets such as information from the census) through geography.

7 b) Do you think that the proportion or amount of lesson time should be specified *in any way* in the National Curriculum; eg for particular subjects and/or within particular key stages?

Yes

No

Not Sure

Comments:

The curriculum squeeze on non-core subjects (especially on geography and history) has been well established and in our view is highly undesirable.

We strongly believe that each key subject in the National Curriculum should have a significant allocation of teaching time provided within an individual school timetable and that the best way to achieve this is to ensure parity on scope of core content for each of the national curriculum subjects and equality in terms of school performance targets.

The Society does not believe a central DfE 'directive' on time allocation would redress the balance. This would lead to DfE micro management of school timetables and would not, in our view, guarantee the allocation of time to a subject. Some schools may use creative approaches to the timetable to satisfy a notional allocation of time.

We also recommend that DfE/Ofsted undertakes periodic research to understand how much time schools allocate to different subjects. For example, schools could be asked to provide a percentage breakdown of the time they allocate to the subjects, and whether this was through subject specific or integrated/combined lessons, as part of their regular reporting. This might provide a transparent, quick and effective way of evaluating allocations.

8 Please use this space for any other comments you would like to make about the issues covered in this section

Comments:

White Paper highlights the important professional role of teachers in the classroom. The Society welcomes this, as teachers' professional knowledge and skills are essential to good quality learning, as is enthusiasm for the subject and an up to date knowledge of it.

We would like to see the DfE put its weight behind the significant opportunities that have been created in recent years to recognise subject-based professionalism, through accreditation. This is through the award of subject-based, teaching focused, Chartered accreditations, approved like any other professional accreditation through the Privy Council. For example, the Royal Geographical Society (with IBG) awards the professional accreditation Chartered Geographer (Teacher). Comparable subject specific Chartered schemes are available for science, English and mathematics teachers; the Chartered history teacher accreditation is being developed.

It is not just in the classroom that high quality teaching and learning takes place. The Society would stress the need to retain the statutory role of fieldwork within the geography national curriculum, as this helps to bring the subject alive and demonstrate the way in which the subject can practically inform our lives.

SECTION D: English, mathematics, science and physical education (Q9a-Q13)

The remit for the review makes clear that English, mathematics, science and physical education (PE) will remain National Curriculum subjects at all four key stages (i.e. from age 5 to 16). The introduction of the new National Curriculum will be phased, with new Programmes of Study for these four subjects being taught from September 2013. In terms of the detailed content of the Programmes of Study, this initial call for evidence therefore focuses on the four subjects in the first phase of the review. A further call for evidence will be launched in early 2012 in relation to all other subjects that it is decided should be part of the future National Curriculum, and new Programmes of Study for those subjects will be taught from September 2014. This decision will be made in light of responses to this call for evidence (see Section E).

The intention is that in future the National Curriculum should focus on the essential knowledge in key subjects that all children need to acquire in order to progress in their education and take their place as educated members of society.

Against that background, the questions below ask for your views on what is essential to include in the Programmes of Study for the four subjects in phase one. In particular:

- For English, mathematics and science, we would like your views on the essential knowledge that pupils need in order to deepen their understanding at each stage of their education. Your views will help inform the content of new statutory Programmes of Study for each subject.
- For physical education, we would like your views on what should be included in a shorter, less prescriptive Programme of Study.

We are seeking your views on what you regard as the essential knowledge (eg facts, concepts, principles and fundamental operations) that pupils should be taught in each subject considered in this section, and why. Please note that the current National Curriculum uses terms such as "knowledge, skills and understanding" but you are free to use whatever language you see fit in setting out your responses. What is more important is setting out the knowledge itself and why you regard it as essential.

We are particularly interested in any evidence that demonstrates the positive impact of your proposals. This might, for example, be formal research, examination/test results, or evidence of progress for particular groups of students.

If you would prefer to base your comments on either the current or a previous version of the National Curriculum Programmes of Study, please feel free to do so but we would ask you to make clear in your response which version of the Programme of Study you are referring to. If you have produced a draft of

one or more Programmes of Study which you would like us to consider, you may wish to submit this to NCRReview.DOCUMENTS@education.gsi.gov.uk and refer to it in your response.

Note that you do not need to respond to all the questions in this section: for example, you may want to focus on particular subjects and / or on particular ages or key stages.

9 a) **English**

What knowledge do you regard as essential to include in the Programme of Study for **English**? Please also set out **why** this is essential and at what age or key stage. If you prefer to submit evidence separately on this matter, please send this to: NCRReview.DOCUMENTS@education.gsi.gov.uk

Comments:

9 b) Considering your response to the above, should the Programme of Study for **English** be set out on a year by year basis **or** as it currently is, for each key stage?

Year by Year Key Stages Not Sure

Comments:

10 a) **Mathematics**

What knowledge do you regard as essential to include in the Programme of Study for **mathematics**? Please also set out **why** this is essential and at what age or key stage. If you prefer to submit evidence separately on this matter, please send this to: NCRReview.DOCUMENTS@education.gsi.gov.uk

Comments:

10 b) Considering your response to the above, should the Programme of Study for **mathematics** be set out on a year by year basis **or** as it currently is, for each key stage?

Year by Year Key Stages Not Sure

Comments:

11 a) Science

What knowledge do you regard as essential to include in the Programme(s) of Study for **science**? Please also set out **why** this is essential and at what age or key stage. If you prefer to submit evidence separately on this matter, please send this to: NCRReview.DOCUMENTS@education.gsi.gov.uk

If you prefer, you may wish to set out your response in relation to the three separate science disciplines of biology, chemistry and physics.

Comments:

There are some issues in relation to whether specific areas of knowledge and understanding should be located within either geography or science. The rationale underpinning the Society's concerns is:

1. Maintaining the integrity of a subject discipline's distinctive contribution to a young person's education. (Whilst there may be some 'fuzzy boundaries' between subject disciplines it is essential that pupils can be introduced to a subject's core knowledge as part of a coherent exploration of a subject. This cannot be achieved with 'bits' of knowledge passed around different subject areas.)
2. Providing the necessary progression within a subject, particularly in relation to preparation for examination courses at GCSE and beyond.

The Society strongly believes that the following two areas should be identified as statutory within the **geography curriculum** rather than the science curriculum:

Earth Science

Weather, climate and the water cycle

Geography is the study of the earth's surface – both physical and human – and given that rock type influences so much of what happens at the earth's surface, as does the climate and water, we feel they should be part of the geography curriculum, as indeed they always traditionally were until the science National Curriculum was first written. Furthermore, the Society understands that a consultation by the National Science Learning centre of 600 practicing science teachers showed that science teachers identified 'earth sciences' as one of the *least* popular subjects to be included in the science National Curriculum. In contrast, it is the Society's direct experience that geography teachers would share our view that earth sciences belong as a fundamental element of the subject discipline of geography and that geography teachers would relish the opportunity to teach it as part of a coherent geographical programme of study.

Specifically:

'Earth sciences'. The Society recommends that the following should form core knowledge within the statutory geography (rather than science) curriculum 5-14:

- Geological time, formation of rocks, the geology and landscape of the UK, weathering and erosion
- Plate tectonics: how and why mountains, volcanoes and earthquakes occur

'Weather, climate and the water cycle'. The Society recommends that the following should form core knowledge within the statutory geography (rather than science) curriculum 5-14:

- Climate and weather patterns in the UK and beyond

- What drives seasons, the winds and ocean currents
- How the global climate system works
- Rivers and coasts in the UK: their landforms and processes, including the water cycle, flooding and coastal erosion

11 b) Considering your response to the above, should the Programme(s) of Study for **science** be set out on a year by year basis **or** as it currently is, for each key stage?

Year by Year

Key Stages

Not Sure

Comments:

Do you believe that the Programme(s) of Study for **science** should identify separate requirements for biology, chemistry and physics:

11 c) at Key Stage 1?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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11 d) at Key Stage 2?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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11 e) at key stage 3?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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11 f) at Key stage 4?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:

12 a) Physical Education

What do you consider should be the essential elements of the Programme of Study for **physical education** (PE)? Please also set out **why** these elements are essential and at what age or key stage. If you prefer to submit evidence separately on this matter, please send this to:

NCRReview.DOCUMENTS@education.gsi.gov.uk

In answering, please bear in mind the Government's intention that the new Programme of Study for physical education should be much shorter and simpler than now.

Comments:

12 b) Considering your response to the above, should the Programme of Study for **physical education** be set out on a year by year basis **or** as is currently, for each key stage?

Year by Year

Key Stages

Not Sure

Comments:

13 Please use this space for any other comments you would like to make about the issues covered in this section.

Comments:



SECTION E: Other subjects currently in the National Curriculum (Q14a - Q22)

As noted in the introduction to Section C, the overall aim of the review is to slim down the National Curriculum, thus giving teachers greater freedom to use their professional expertise to design a school curriculum that best meets the needs of their pupils.

The remit for the review makes clear that English, mathematics, science and physical education will remain subjects within the National Curriculum at all four key stages in future, and in Part D we asked for your views on the content of the Programmes of Study for those subjects. For all other subjects that are currently part of the National Curriculum - art and design, citizenship, design and technology, geography, history, information and communication technology (ICT), modern foreign languages and music - the review will consider whether or not they should remain National Curriculum subjects and if so at which key stages. For any subject which it is decided should not be part of the National Curriculum in future, the review will also consider whether that subject, or any aspect of it should nevertheless be compulsory (but without a statutory Programme of Study) at certain key stages, and/or whether the Government should produce non-statutory guidance on the curriculum for the subject.

This section seeks your views on these issues. Please bear in mind in considering your responses that removing a subject from the National Curriculum would not mean that that subject was not important, or that schools should stop teaching it. Instead, it would mean that it is not necessary for the Government to specify in a statutory Programme of Study precisely what should be taught in that subject, and that decisions should instead be made at local level, by individual schools and teachers.

Because decisions on these issues need to be taken before work starts on drafting new Programmes of Study, this Call for Evidence does not ask for detailed suggestions for the content of those Programmes of Study: a further Call for Evidence on that will follow early in 2012. If, in the meantime, you would like to submit any evidence relating to the content of potential Programmes of Study in subjects covered in this section, you can email it to: NCRReview.DOCUMENTS@education.gsi.gov.uk

Note: Personal, social, health and economic education (PSHE) and religious education (RE) are not part of the National Curriculum and are not being considered as part of this review. In the Schools White Paper - 'The Importance of Teaching' - The Government announced its intention to conduct a separate review of PSHE education. No changes to the statutory basis for religious education are planned.

Art and Design

14 a) **Art and design** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stages 1-3. In future, do you think **art and design** should continue to be a National Curriculum subject?

Yes

No

Not Sure

14 b) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

14 c) If you think **art and design** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

Yes

No

Not Sure

14 d) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

14 e) For any Key Stages in which you think **art and design** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

Yes

No

Not Sure

14 f) If yes, please tick all key stages to which this should apply

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

Citizenship

15 a) **Citizenship** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stages 3 and 4. In future, do you think **citizenship** should continue to be a National Curriculum subject?

Yes

No

Not Sure

15 b) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

We do not believe that citizenship has the body of knowledge, the conceptual integrity or coherence that the traditional subjects all exhibit.

Furthermore, the introduction of citizenship has tended to selectively 'cherry pick' specific issues out of other subject disciplines in some schools. At its worst this means complex geographical issues, such as climate change or migration, might be reduced to a 'for or against' debate in a citizenship lesson, divorcing the debate from the rigorous and complex subject knowledge needed to underpin understanding of such issues. For example, Ofsted (2007 Geography – changing practice) state that in relation to the 'global dimension', "sometimes (in primary schools), topics such as global warming are taught, but the geographical dimension is absent".

However, it is important that young people learn about the essential aspects of life as a citizen – whether that be personal, social, health, financial or civic responsibilities – and that these are best placed together as one area of learning.

15 c) If you think **citizenship** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

Yes

No

Not Sure

15 d) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

15 e) For any key stages in which you think **citizenship** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

Yes

No

Not Sure

15 f) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

Design and Technology

16 a) **Design and technology** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stages 1-3. In future, do you think **design and technology** should continue to be a National Curriculum subject?

Yes

No

Not Sure

16 b) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

16 c) If you think **design and technology** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

Yes

No

Not Sure

16 d) If yes, please tick all key stages to which this should apply.

<input type="checkbox"/> Key Stage 1 (5-7 years)	<input type="checkbox"/> Key Stage 2 (7-11 years)	<input type="checkbox"/> Key Stage 3 (11-14 years)
<input type="checkbox"/> Key Stage 4 (14-16 years)		

Comments:

16 e) For any key stages in which you think **design and technology** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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16 f) If yes, please tick all key stages to which this should apply.

<input type="checkbox"/> Key Stage 1 (5-7 years)	<input type="checkbox"/> Key Stage 2 (7-11 years)	<input type="checkbox"/> Key Stage 3 (11-14 years)
<input type="checkbox"/> Key Stage 4 (14-16 years)		

Comments:

Geography

17 a) **Geography** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stages 1-3. In future, do you think **geography** should continue to be a National Curriculum subject?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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17 b) If yes, please tick all key stages to which this should apply.

<input checked="" type="checkbox"/> Key Stage 1 (5-7 years)	<input checked="" type="checkbox"/> Key Stage 2 (7-11 years)	<input checked="" type="checkbox"/> Key Stage 3 (11-14 years)
<input checked="" type="checkbox"/> Key Stage 4 (14-16 years)		

Comments:

We believe geography should certainly be statutory at key stages 1, 2 and 3; and ideally also at KS 4.

1. Geography is the subject through which young people learn about the contemporary world in which they live – its people, places and environments and the links between them. At school it embraces both:
 - Sound locational (spatial) information about continents and countries and the human and physical characteristics of places and regions, and
 - The understanding of the processes by which our physical and human environments and landscapes are shaped and changed, at scales from local to global.

The former concerns essential knowledge of 'what is where'. The latter starts to develop a factually-based understanding of 'how and why', exploring processes that range from plate tectonics and flooding, to migration and economic development.

The discipline of geography brings to the curriculum the following unique combination of attributes:

- Being the systematic study of the world's surface; and providing young people with a sound locational framework for understanding the world
- Being the spatial science: locating and learning about places, regions and continents; and how and why they are interconnected at different scales and the processes by which they change
- Spanning the physical and human sciences; enabling the study of how humans depend on, utilise and interact with the environment
- Informing our everyday lives; such as helping us to understand the neighbourhood we live in, what jobs we do, how our population is changing, and the landscapes around us
- Using maps as its basic tool, whether an Ordnance Survey map, online visualisation, or in computer-based geographic information systems
- Having geographical concepts that underpin explanation of the key processes that shape the earth's physical and human geography.

2. Geography and history are two complementary but totally distinct ways of seeing and understanding the contemporary world and key phases in its development. **It is essential that geography and history are treated in exactly the same way** – i.e. that they retain parity in terms of position within the National Curriculum. Both should be statutory at KS1, 2 and 3. There are no grounds whatsoever for choosing to make one of them, but not the other, statutory at key stage 4.

3. Geographers have the knowledge and skills that render them highly employable, as four recent national surveys have shown in different ways. Further information on these is in Section 33 of this consultation response and more can be provided if required.

The Society, on behalf of its Educational Committee, will submit to DfE its recommendations for a proposed programme of study in geography. The Society will identify the essential core knowledge, understanding and subject specialist geographical skills that should form the basis of a statutory National Curriculum in this subject discipline.

17 c) If you think **geography** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

Yes

No

Not Sure

17 d) If yes, please tick all key stages to which this should apply.

<input type="checkbox"/> Key Stage 1 (5-7 years)	<input type="checkbox"/> Key Stage 2 (7-11 years)	<input type="checkbox"/> Key Stage 3 (11-14 years)
<input type="checkbox"/> Key Stage 4 (14-16 years)		

Comments:

17 e) For any key stages in which you think **geography** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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17 f) If yes, please tick all key stages to which this should apply.

<input type="checkbox"/> Key Stage 1 (5-7 years)	<input type="checkbox"/> Key Stage 2 (7-11 years)	<input type="checkbox"/> Key Stage 3 (11-14 years)
<input type="checkbox"/> Key Stage 4 (14-16 years)		

Comments:

History

18 a) **History** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stages 1-3. In future, do you think **history** should continue to be a National Curriculum subject?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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18 b) If yes, please tick all key stages to which this should apply.

<input checked="" type="checkbox"/> Key Stage 1 (5-7 years)	<input checked="" type="checkbox"/> Key Stage 2 (7-11 years)	<input checked="" type="checkbox"/> Key Stage 3 (11-14 years)
<input checked="" type="checkbox"/> Key Stage 4 (14-16 years)		

Comments:

We believe history should certainly be statutory at key stages 1, 2 and 3; and ideally also at KS 4.

Geography and history are two complementary but totally distinct ways of seeing and understanding the contemporary world and key phases in its development. **It is essential that geography and history are treated in exactly the same way** – i.e. that they retain parity in terms of position within the National Curriculum. Both should be statutory at KS1, 2 and 3. There are no grounds whatsoever for choosing to make one of them, but not the other, statutory at key stage 4.

18 c) If you think **history** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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18 d) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

18 e) For any key stages in which you think **history** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

Yes

No

Not Sure

18 f) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

Information and Communication Technology (ICT)

19 a) **Information and communication technology** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stages 1-4. In future, do you think **information and communication technology** should continue to be a National Curriculum subject?

Yes No Not Sure

19 b) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years) Key Stage 2 (7-11 years) Key Stage 3 (11-14 years)
 Key Stage 4 (14-16 years)

Comments:

ICT, as a set of essential tools, is an important part of young peoples' learning. However it is better considered in terms of how its use can support specific learning in different subject disciplines. In the case of geography, for example, the use of databases to record, analyse and present geographical information gathered first hand through fieldwork. In addition, there are distinct subject-specific ICT applications that can *only* be successfully taught within their subject context. For example, the use of Geographical Information Systems (GIS) is a statutory area of the current geography curriculum (and also a requirement within GCSE and A Levels examinations in geography) and should remain so. The use of GIS is highly desired by employers and pupils' exposure to, and use of, this technology will serve them well in relation to their future careers and also further study at GCSE, A Level and university, where the use of GIS is an essential element of more advanced geographical study.

19 c) If you think **information and communication technology** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

Yes No Not Sure

19 d) If yes, please tick all key stages to which this should apply.

<input type="checkbox"/> Key Stage 1 (5-7 years)	<input type="checkbox"/> Key Stage 2 (7-11 years)	<input type="checkbox"/> Key Stage 3 (11-14 years)
<input type="checkbox"/> Key Stage 4 (14-16 years)		

Comments:

19 e) For any key stages in which you think **information and communication technology** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
------------------------------	-----------------------------	-----------------------------------

19 f) If yes, please tick all key stages to which this should apply.

<input type="checkbox"/> Key Stage 1 (5-7 years)	<input type="checkbox"/> Key Stage 2 (7-11 years)	<input type="checkbox"/> Key Stage 3 (11-14 years)
<input type="checkbox"/> Key Stage 4 (14-16 years)		

Comme_

Modern Foreign Languages (MFL)

20 a) **Modern foreign languages** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stage 3 only. In future, do you think **modern foreign languages** should continue to be a National Curriculum subject?

Yes

No

Not Sure

20 b) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

20 c) If you think **modern foreign languages** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

Yes

No

Not Sure

20 d) If yes, please tick all key stages to which this should apply.

<input type="checkbox"/> Key Stage 1 (5-7 years)	<input type="checkbox"/> Key Stage 2 (7-11 years)	<input type="checkbox"/> Key Stage 3 (11-14 years)
<input type="checkbox"/> Key Stage 4 (14-16 years)		

Comments:

20 e) For any key stages in which you think **modern foreign languages** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
------------------------------	-----------------------------	-----------------------------------

20 f) If yes, please tick all key stages to which this should apply.

<input type="checkbox"/> Key Stage 1 (5-7 years)	<input type="checkbox"/> Key Stage 2 (7-11 years)	<input type="checkbox"/> Key Stage 3 (11-14 years)
<input type="checkbox"/> Key Stage 4 (14-16 years)		

Comments:

Music

21 a) **Music** is currently a compulsory National Curriculum subject, with a statutory Programme of Study, at Key Stages 1-3. In future, do you think **music** should continue to be a National Curriculum subject?

Yes

No

Not Sure

21 b) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

21 c) If you think **music** should not be part of the National Curriculum at one or more key stage, do you think it should be compulsory for pupils to study the subject, but with the content of what is taught being determined by schools and colleges?

Yes

No

Not Sure

21 d) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

21 e) For any key stages in which you think **music** should not be a part of the National Curriculum, do you think the Government should produce a non-statutory programme of study, to be used by schools as guidance?

Yes

No

Not Sure

21 f) If yes, please tick all key stages to which this should apply.

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 years)

Key Stage 3 (11-14 years)

Key Stage 4 (14-16 years)

Comments:

Comments

22 Please use this space for any other comments you would like to make about the issues covered in this section.

Comments:

SECTION F: SUPPORTING AND RECOGNISING PROGRESS (Q23a-Q26)

Currently, the National Curriculum defines pupils' attainment through subject specific Attainment Targets which set out 8 level descriptors (Level 1 to Level 8) describing what pupils should be able to do to achieve each level. The expectation is that most pupils achieve:

- Level 2 at the end of Key Stage 1
- Level 4 at the end of Key Stage 2; and
- Level 5/6 at the end of Key Stage 3.

At the end of Key Stage 4 pupils are assessed through GCSE examinations.

Under the 2002 Education Act the specified purpose of statutory assessments for the key stages is to ascertain what pupils have achieved in relation to the attainment targets (eg the knowledge, skills and understanding which pupils of different abilities and maturities are expected to have) for that key stage.

Schools also have a responsibility to provide a broad and balanced curriculum for all pupils, and the National Curriculum [statutory inclusion statement](#) sets out three principles for developing an inclusive curriculum:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

In setting out the range of needs of pupils, the current National Curriculum includes the following groups of pupils:

- gifted and talented
- pupils with learning difficulties and disabilities
- pupils from different ethnic groups including travellers, refugees and asylum seekers
- pupils who are learning English as an additional language
- boys and girls with different needs
- children in care

This section is about your views on supporting progress of all pupils. In particular, whether there are credible alternatives to attainment targets that would better support and recognise all pupils' progress, irrespective of their attainment and background, and how to address the needs of all pupils though the National Curriculum.

23 a) Do you think the National Curriculum should continue to specify the requirements for each of the 8 levels of achievement?

Yes

No

Not Sure

Comments:

Yes, there is a need for guidance as to levels of attainment

The Level Descriptors in geography provide a benchmark (outside SATs, GCSE and other examinations) to identify pupils' progress within a subject. The descriptors could be usefully refined and simplified around a revised statutory curriculum for geography that highlights the knowledge, understanding and skills required to progress through this subject.

23 b) If you have answered no or not sure, what alternative(s) do you propose to replace Attainment Target level descriptors? You may want to suggest different approaches for different subjects and/or different key stages.

Comments:

24 Within each Programme of Study, how should the curriculum and attainment targets be defined to ensure appropriate education for pupils in a wide range of circumstances as learners?

Comments:

25 a) How do you think the needs of low-attaining pupils should be addressed through the National Curriculum?

Comments:

Fundamentally the National Curriculum provides an opportunity to raise the aspiration of pupils' achievement, particularly in those schools where alternative curriculum routes of integration and vocational courses have become the norm.

The Society believes that geography should be studied by and benefits pupils of all abilities. Whilst not all pupils will achieve the highest grades in geography, the Society believes that, other than in exceptional circumstances, pupils should not be 'opting out' of the range and depth of study that a core academic curriculum can provide to the age of 16. Parallel study of high quality vocational qualifications for a small proportion of the time may also be desirable.

For those pupils who might never achieve the 5 A-C grade GCSEs across the E-Bac subjects, might there be an alternative way of recognising their academic achievement in these subjects – albeit at a lower level?

25 b) How do you think the needs of high-attaining pupils should be addressed through the National Curriculum?

Comments:

The National Curriculum should, in itself, provide opportunities that challenge the most able pupils, and inspire and extend pupils' achievement. In geography they should include opportunities, for example, for extended writing, for enquiry and for enhanced fieldwork. Teachers should be encouraged and supported in developing those opportunities for pupils, within schools or across a number of schools.

The Learned Societies and professional bodies, through their established partnerships with universities and employers, are well placed to support extension activities and programmes for high attaining pupils. For example, this might include the provision of master class workshops, Higher Education engagement activities, or opportunities to study real world applications of subjects through employer mentor links.

25 c) How do you think the needs of pupils with special educational needs and disability (SEND) should be addressed through the National Curriculum?

Comments:

The Society is mindful that for some pupils with disabilities the opportunities for them to become involved in fieldwork may be limited. However, the Society has been involved in a work that has supported schools to provide enhanced fieldwork opportunities, both within their local areas and also in more challenging environments in the UK and overseas, for pupils with a range of disabilities.

25 d) How do you think the needs of other specific groups of pupils should be addressed through the National Curriculum?

Comments:

The Society has run extensive exhibition and educational programmes to engage black and minority ethnic communities through geography, using the understanding that geography brings of place, community, migration and interconnections between the UK and other parts of the world. The subject provides a good basis for engaging the breadth of Britain's ethnic communities.

26 Please use this space for any other comments you would like to make about the issues covered in this section.

Comments:

SECTION G: INTERNATIONAL COMPARISONS (Q27a - Q28)

The remit for the review makes clear that we need to learn from the very best that has been achieved in other jurisdictions - countries or regions within countries - and ensure that the construction and content of the new National Curriculum is based upon international best practice.

This section seeks your views on what can be learned from other countries and states to inform the development of the National Curriculum. Your views may be based on particular expertise in international comparisons, or from your own experiences of living or working in particular countries.

We would be particularly keen to learn about international comparisons beyond the commonly assessed areas of literacy, mathematics and science in the PISA, TIMSS and PIRLS studies.

27 a) Please give examples of any jurisdictions that could usefully be examined to inform the new National Curriculum. Please also briefly describe the reasons for the examples given.

Comments:

The Society notes the results of the National Geographic – Roper 2002 Global Geographic Literacy Survey.

This survey sampled the geographical knowledge of 3,250 young adults (18-24) in Canada, France, Germany, Great Britain, Italy, Japan, Mexico, Sweden and the US. British young people answered only 50% of the questions correctly, with young adults in Sweden, Germany, Italy, France and Japan achieving higher levels of accuracy in their geographical knowledge.

The overall level of correct answers (56 possible answers in total) for each country was as follows:

Sweden	40
Germany	38
Italy	38
France	34
Japan	31
Great Britain	28
Canada	27
US	23
Mexico	21

27 b) Considering your response to question 27a above, what features of their national curricula or wider education systems are most significant in explaining their success?

Comments:

28 Please use this space for any other comments you would like to make about the issues covered in this section.

Comments:

SECTION H: HOW CHILDREN LEARN (Q29)

The remit for the review makes clear that the National Curriculum should express clearly the progression that pupils should make in each subject, and that this progression should be informed by the best available evidence on how children learn. For example, at what age should particular concepts first be introduced, how should these be sequenced in the most appropriate age-related order to develop deep learning and how should this evidence be best reflected in Programmes of Study for particular subjects?

This section is about your views on the best available evidence on how children acquire particular knowledge, and understanding of concepts and principles, to inform the development of the National Curriculum. Your views may be based on particular research, expertise or from your own experiences of teaching.

Our aim in seeking this information is to help inform the sequencing of knowledge at different ages with the National Curriculum Programmes of Study. We would welcome all evidence relevant to this issue, whether broadly based or focused on particular knowledge and concepts within a given subject (eg understanding ratio and proportion within mathematics).

29 What research evidence on how children learn provides the most useful insights into how particular knowledge should best be sequenced within the National Curriculum Programmes of Study?

If drawing on particular research evidence, please provide a brief summary of the evidence, with a reference or web address to key studies or research summaries. Alternatively, you can email the evidence to: NCRReview.DOCUMENTS@education.gsi.gov.uk and refer to it here.

Comments:

It is essential that knowledge builds and that repetition is avoided as the core curriculum is developed. Repetition has dogged the geography curriculum in recent years because it was developed piecemeal and without an holistic overview 5-14. Core knowledge should be sequenced carefully, reinforced and developed through all Key Stages.

Field studies are an essential part of developing a geographical understanding and we strongly urge the government to continue field studies as a required part of the geography curriculum in all phases.

The Society recommends that there is exemplification of the core content of the geography curriculum, and professional development training available, to support all teachers in the provision of high quality lessons. We are more than willing to contribute our expertise to this process.

The Society would also expect to see good, and progressive, use made of maps, from paper maps to online interactive mapping and GIS. For example, all geography classes – whether in the primary or secondary phase – should display and regularly use a world map and, where appropriate, UK mapping, for lessons.

We would also wish to see maps used to identify and locate countries and events being taught in other parts of the curriculum.

We also recommend that geography teachers are encouraged to draw on the factual content of recent events relating to the geography curriculum to reinforce pupils' engagement with the core knowledge, understanding and skills of geography and their sense of evidence-based enquiry.

SECTION I: TRANSITION (Q30- Q33)

The review will be taking into account the emerging conclusions of the review of the Early Years Foundation Stage (EYFS) by Dame Clare Tickell to ensure a smooth transition from the EYFS to Key Stage 1. The review will also take into account the need for the National Curriculum to be embodied readily into GCSE subject criteria and support the effective operation of public examinations at the end of compulsory schooling. The development of new GCSE criteria themselves is outside the scope of this review.

This section is about your views on how to best take into account the key transition periods in schooling in developing the new National Curriculum.

30 What are the most important factors to consider in developing the National Curriculum for Key Stage 1 to ensure a smooth transition from the Early Years Foundation Stage?

Comments:

31 What are the most important factors to consider in developing the National Curriculum for Key Stage 3 to ensure a smooth transition from Key Stage 2?

Comments:

The most important factor is to develop the curriculum in an holistic manner and in one go, to ensure progression in the development of core knowledge, understanding and skills.

Transition projects could be usefully developed using geographical fieldwork to enable young people moving across KS2 to KS3 to investigate and better understand their local areas through fieldwork. This could build from the immediate neighbourhood in the primary years to a more detailed geographical understanding of the pupil's local and regional areas.

The negative impact of integrating geography with other subjects (Ofsted February 2011) in many primary schools presents real issues for transition. It means that some pupils may for the first time encounter geography taught as a distinct subject discipline only at KS3. The Society recommends a greater focus on subject-specialist teaching of geography as an individual subject in Years 5 & 6 to ensure

that primary pupils both have a good understanding of fundamentals of geography (and other subjects) and are better prepared for progression to KS3.

32 What are the most important factors to consider in developing the National Curriculum for Key Stage 4 to ensure the effective operation of GCSE and other public examinations?

Comments:

Awarding Bodies:

The Society would welcome greater involvement of the learned and professional societies in the review of future examination specifications. This would help ensure that the Awarding Bodies develop new specifications that reflect the up-to-date key knowledge and understanding for a discipline and also the subject specific skills relevant to the workplace. For example, the Royal Geographical Society (with IBG), as the learned and professional society for geography, acts in a unique role that spans all the key stakeholders across this subject discipline; in business, professional geographers, in Higher Education and schools.

The Society believes that the practice of chief examiners writing 'recommended' text books for Awarding Bodies, that link directly to a specific examination, tends to support a narrowing in the use of case studies and areas of study, rather than encouraging teachers to draw on their professional judgement.

Professional Development: A second vitally important factor is to ensure that head teachers and the teaching practitioner community invests in subject-specific professional development in order for teachers to stay up to date in their subject and its pedagogy.

Fieldwork: That (meaningful) fieldwork continues to be a statutory requirement for geography at GCSE; and that there is an evaluation (by Ofsted) of the impact on geographical fieldwork of the changes to controlled assessment introduced two years ago. We believe those changes may well have reduced both quantity and quality of fieldwork in geography, to the detriment of teaching and learning in this subject.

Good preparation of pupils at key stage 3: The Society is concerned about compressed KS3 courses which reduce the content of KS3 into two years (with no corresponding expansion of teaching time) and also of the negative impact of 'integrated' and 'skills based' approaches to learning – as identified by Ofsted (February 2011). We also raise the issue of teaching by non-subject specialists at KS3, a situation that is likely to worsen when GCSE performance in E-Bac subjects is being measured. All of these factors affect pupils' readiness and enthusiasm for transition to KS4.

33 Please use this space for any other comments you would like to make about the issues covered in this section.

Comments:

Studying geography serves pupils well in moving on from school to further study and/or the workplace. For example:

- A survey by Esri UK, the leading Geographical Information Systems business, (published November 2010) of 200 business leaders across the UK public and private sectors showed that the graduate skills/knowledge they are looking for in future employees are critical thinking (78% of businesses leaders), advanced analytical skills (76%), understanding and interpreting complex data (71%), advanced technology skills (57%) and understanding socio-economic environments (54%) – all of which are gained through a geography degree.
- The most recent Higher Education Statistics Agency (HESA) survey of university graduates (2010) showed the unemployment rates for geographers to be among the lowest recorded, second to law. Geography also scores very highly on student satisfaction studies.
- A recent study of a random sample from the Quarterly Labour Force Survey showed geography graduates to be relatively well placed in the workforce.

Entry to Higher Education courses in geography courses has remained steady over the past ten years despite the decline in numbers studying geography at GCSE. In 2010, c,5,000 young people commenced a degree course in single honours geography and many more in joint honours courses. This illustrates the appetite among young people for more advanced study in geography.

Learned Societies working within their subject disciplines and their respective employer sectors are best placed to support transition to higher education and to highlight the contribution of their subject to further study at Higher Education and in the work place. For example, the Royal Geographical Society (with IBG) Geography Ambassador project provides more than 1,000 presentations a year to 30,000 geography pupils highlighting the nature of geography in university and the types of jobs individuals who have studied geography secure. The Ambassadors are mainly current geography undergraduates or graduate geographers who have recently entered the workplace. They act as knowledgeable and inspirational role models for pupils from all backgrounds.

SECTION J: IMPLEMENTATION (Q34 - Q35)

This section is about what arrangements need to be put in place to support the successful implementation of the new National Curriculum in schools. For example, this may relate to teacher training, inspection, statutory assessment, support and guidance for schools, etc.

As explained in Section C, the Government's intention is that the implementation of the new National Curriculum should be phased in, with new Programmes of Study for English, mathematics, science and physical education published in autumn 2012 for first teaching in schools from September 2013, and those for other subjects published in autumn 2013 for first teaching in schools from 2014. The remit for the review includes consideration of what further phasing may be necessary (for example whether the new Programmes of Study should be introduced in all key stages/year groups simultaneously, or over a period of time).

34 What are the particular issues that need to be considered in phasing the introduction of the new National Curriculum in the way proposed, with Programmes of Study in some subjects introduced in 2013 and the rest a year later?

Comments:

Issues

- The need for clarity for practitioners as to timing and expectations.
- The need for timely and accessible professional development for teachers in subject-based teaching and learning, including in up to date subject knowledge – the timing of development to be in phase with the introduction. Subject knowledge has been identified as a weakness in some geography teaching; and it is vital if teachers are to grasp the new opportunities presented by the new curriculum.
- The availability of qualified subject-specialist teachers, as schools respond at the same time and positively to the E-Bac, leading to an increase in student numbers taking subjects such as geography and history.

35 What other arrangements, if any, need to be considered in implementing the new National Curriculum, and how they should be addressed?

Comments:

Making the most of the core and further 'flexible' learning:

We like the idea of the core knowledge making up c60-70% of the geography curriculum, with the remainder of the time being available for teachers to reinforce, deepen and extend their pupil's knowledge and understanding in ways that they see fit. This could, for example, provides the opportunities for teachers to develop lessons through which their pupils can apply their geographical knowledge to relevant events in the news; or in ways that relate to the composition of the local communities or to economic development in the region.

In this context we make two points:

1. It is important that this 30-40% of 'flexible' time is actually included/timetabled in the curriculum by schools.
2. We suggest that guidance is provided in relation to teaching and learning of geography at key stages 1-3 beyond the core curriculum topics. While we welcome teachers' flexibility to choose what to teach beyond the core learning, we would not wish to see the geography learning experience become polarised into two realms – the core curriculum topics and 'topical geographical studies'. Advice and guidance on how to structure teaching and learning beyond the core curriculum will be required.

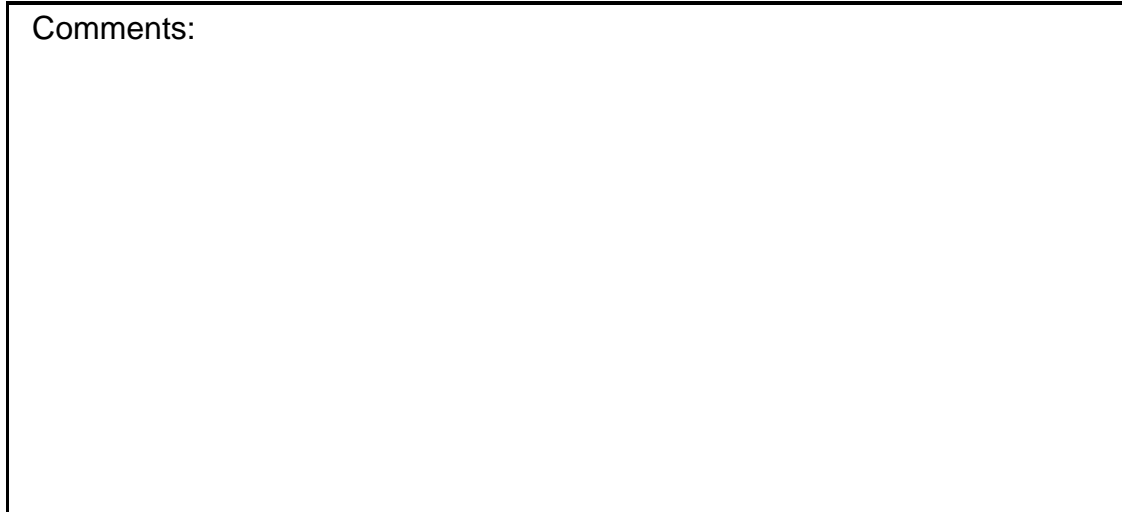
Professional accreditation of teachers:

The welcome return to a focus on subject disciplines, and the requirement this places on a teacher being up to date in their subject knowledge, we feel there is much merit in raising the profile of the existing subject-based teaching accreditations. Relevant professional accreditations (eg Chartered Geographer (Teacher)), governed by the Privy Council and which demand year on year professional development currently exist for specialist teachers in geography, sciences, mathematics, English and forthcoming for history.

SECTION K: OTHER ISSUES AND COMPLETING THIS CALL FOR EVIDENCE (Q36-Q37)

36 Please use this space for any other evidence or views you wish to feed into the review at this stage.

Comments:



37 Finally, please let us have your views on responding to this Call for Evidence (eg the number and type of questions, was it easy to find, understand, complete etc.)

Comments:



Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

Please acknowledge this reply X

Here at the Department for Education we carry out our research on many different topics and consultations. As your views are valuable to us, would it be alright if we were to contact you again from time to time either for research or to send through consultation documents?

X Yes No

All DfE public consultations are required to conform to the following criteria within the Government Code of Practice on Consultation:

Criterion 1: Formal consultation should take place at a stage when there is scope to influence the policy outcome.

Criterion 2: Consultations should normally last for at least 12 weeks with consideration given to longer timescales where feasible and sensible.

Criterion 3: Consultation documents should be clear about the consultation process, what is being proposed, the scope to influence and the expected costs and benefits of the proposals.

Criterion 4: Consultation exercises should be designed to be accessible to, and clearly targeted at, those people the exercise is intended to reach.

Criterion 5: Keeping the burden of consultation to a minimum is essential if consultations are to be effective and if consultees' buy-in to the process is to be obtained.

Criterion 6: Consultation responses should be analysed carefully and clear feedback should be provided to participants following the consultation.

Criterion 7: Officials running consultations should seek guidance in how to run an effective consultation exercise and share what they have learned from the experience.

If you have any comments on how DfE consultations are conducted, please contact Donna Harrison, DfE Consultation Co-ordinator, tel: 01928 738212 / email: donna.harrison@education.gsi.gov.uk

Thank you for taking time to respond to this consultation.

Completed questionnaires and other responses should be sent to the address shown below by 14 April 2011

Send by post to:
Department for Education
Consultation Unit Area Level 1 C
Castle View House
Runcorn
Cheshire
WA7 2GJ

Send by e-mail to: NCReview.RESPONSES@education.gsi.gov.uk