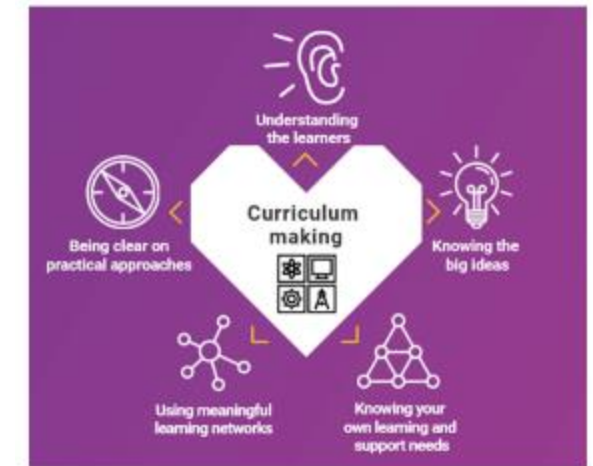




WORK TOGETHER
PLAY TOGETHER
SUCCEED TOGETHER

Scotland's Curriculum: Why, What, How Wallaceston PS



WHY?

WHAT?

HOW?

What is the purpose of school? (Pupils)

[illegible]



SCOTLAND'S CURRICULUM
FOR EXCELLENCE
Putting learners at the heart of education

Gàidhlig

Scotland's Approach
What Matters?
How We Do It

Scotland's curriculum –
Curriculum for Excellence –
helps our children and young
people gain the knowledge, skills
and attributes needed for life in
the 21st century.

WHY?





**SCOTLAND'S CURRICULUM
FOR EXCELLENCE**
Putting learners at the heart of education

Scotland's Approach What Matters? How We Do It

Scotland's curriculum places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. They:

- recognise the need for all children and young people to know themselves as individuals and to develop their relationships with others, in families and in communities
- recognise the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world
- enable children and young people to be democratic citizens and active shapers of that world

Uniqueness of
individuals

Learning, not work
Curiosity

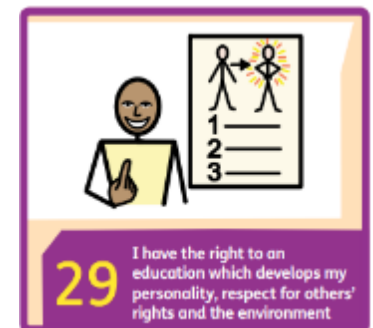
Learning to be
Learning to live together

Curriculum is never 'done'

Learning to 'do' -
collaborating, shaping and
participating in their world



MYTH



29

I have the right to an
education which develops my
personality, respect for others'
rights and the environment

Individuals



with:

- > self respect
- > a sense of physical, mental and emotional wellbeing
- > secure values and beliefs

and able to:

- > relate to others and manage themselves
- > pursue a healthy and active lifestyle
- > be self aware
- > develop and communicate their own beliefs and view of the world
- > live as independently as they can
- > assess risk and take informed decisions
- > achieve success in different areas of activity



Contributors



with:

- > an enterprising attitude
- > resilience
- > self-reliance

and able to:

- > communicate in different ways and in different settings
- > make informed choices and decisions
- > work in partnership and in teams
- > take the initiative and lead
- > apply critical thinking in new contexts
- > create and develop
- > solve problems



Citizens



with:

- > respect for others
- > commitment to participate responsibly in political, economic, social and cultural life

and able to:

- > develop knowledge and understanding of the world and Scotland's place in it
- > understand different beliefs and cultures
- > make informed choices and decisions
- > evaluate environmental, scientific and technological issues
- > develop informed, ethical views of complex issues



Learners

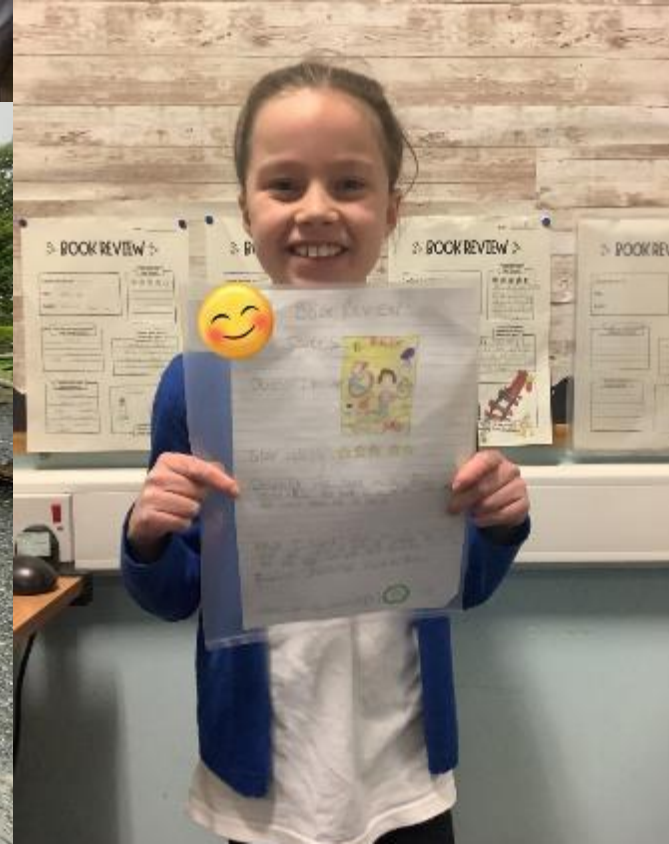


with:

- > enthusiasm and motivation for learning
- > determination to reach high standards of achievement
- > openness to new thinking and ideas

and able to:

- > use literacy, communication and numeracy skills
- > use technology for learning
- > think creatively and independently
- > learn independently and as part of a group
- > make reasoned evaluations
- > link and apply different kinds of learning in new situations





GEN ALPHA

BORN 2010 [same year as iPad]



YOUNG ACTIVISTS

- 3 in 4** believe it is important to speak out about causes they believe in.
- 1 in 5** have taken part in a march or protest.

**QUESTIONING,
INFORMED,
ACTIVISTS**



DIGITAL MASTERS & CRITICAL CONSUMERS

- 3 in 4** are confident using the internet on their own whilst only 58% of their parents think their kids are capable.
- 58%** are anti-sharenting "my parents shouldn't post pictures of me online" but 60% of their parents would post without permission.
- 73%** question things they see and read on the internet.
- 2 in 3** think YouTubers do things they don't agree with.

**CONFIDENT,
KNOWLEDGEABLE,
GUARDIANS OF
THEIR OWN**



CREATIVE ENTREPRENEURS

86% ENJOY MAKING THINGS	4 in 5 ENJOY MAKING SLIME	2 in 3 ENJOY CREATING THEIR OWN GAMES / WORLDS
55% ENJOY CREATIVE VIDEO MAKING	47% ENJOY TINKERING WITH ELECTRONICS	20% ALREADY MAKING MONEY FROM HOBBY / TALENT



P7HWPS
@P7HWPS

A brilliant #pedagooFriday learning about the street artist Banksy. We even drew his Girl with the Balloon 🍷 Thank you so much A! ⭐⭐⭐



10:36 PM · Oct 1, 2023 · 155 Views



Primary 7M & Mrs Morrison
@WPSP7M

We completed @ConnectedFalk's GIF challenge, creating our favourite Makaton sign for #MakatonAwarenessDay using Clips. Shows just how easily we could learn some simple signs which could make communication much easier for others. 🥰



10:05 PM · Aug 28, 2023 · 126 Views

- Solve problems and discuss learning
- Apply thinking skills
- Teach someone else a concept
- Explain how a solution was reached
- Self awareness
- Assessing risk and taking informed decisions
- Apply skills in different contexts





- Communicate solutions
- Work independently
- Work as part of a team to reach solutions
- Offer your own opinions
- Demonstrate critical thinking
- Apply skills to design/create/improve etc.



P7HWPS
@P7HWPS

We are taking part in the [#KinrossAerospaceChallenge](#). We considered drag, force, gravity and thrust when creating our paper airplanes 🚀
[@FalkirkSTEM](#) [@STEMEduc](#)



3:05 PM · Oct 1, 2023 · 71 likes





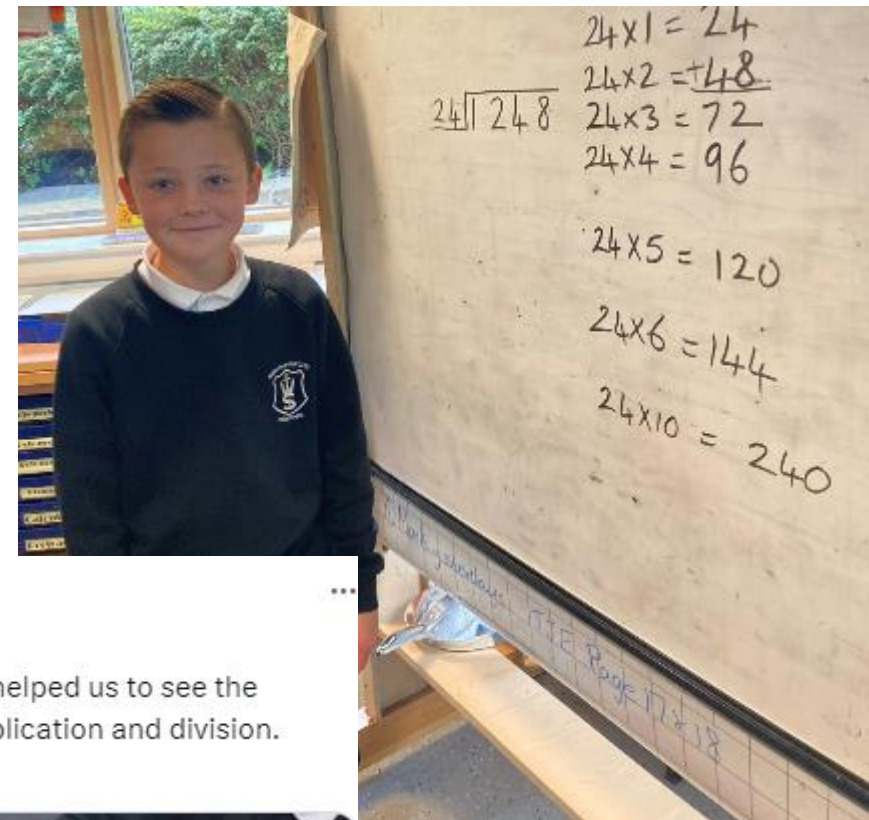
- Critical thinking
- Ask questions
- Make informed decisions
- Interpret information
- Draw conclusions and develop own views
- Understand different views, beliefs and cultures
- Can see relevance in learning
- Evaluate complex issues (e.g. environmental)
- Participate in school and community



P7HWPS @P7HWPS · 13h

Thank you so much to Jamie @NBMScotland for an excellent, though-provoking workshop on sectarianism #DividedCity @theresabreslin!





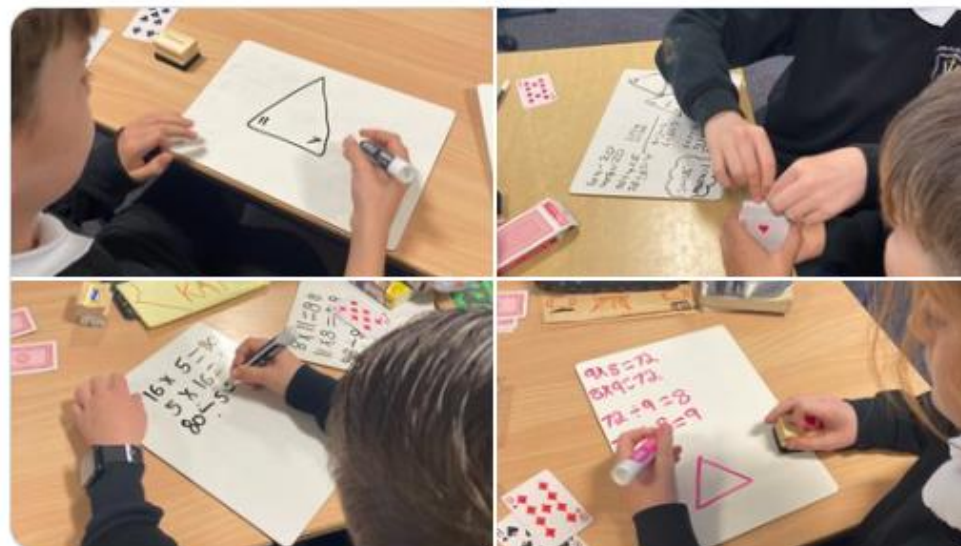
P7HWPS

@P7HWPS

We have been revising fact families. This has helped us to see the connection between numbers and with multiplication and division.
[@mathsinside](#) [@edscot_maths](#) [#mathsisfun](#)



- Demonstrate new skills
- Persistence and effort
- Positive attitude to challenge
- Demonstrate creativity
- Work independently
- Practise new learning
- Use Literacy and Maths/Numeracy skills/knowledge/understanding in a real life context



8:00 PM · Sep 20, 2023 · 182 Views

GEN ALPHA

BORN 2010 [same year as iPad]



YOUNG ACTIVISTS

3 in 4 believe it is important to speak out about causes they believe in.

1 in 5 have taken part in a march or protest.



DIGITAL MASTERS & CRITICAL CONSUMERS

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58% are anti-sharenting "my parents shouldn't post pictures of me online" but 60% of their parents would post without permission.

73% question things they see and read on the internet.

2 in 3 think YouTubers do things they don't agree with

CONFIDENT,
KNOWLEDGEABLE,
GUARDIANS OF
THEIR OWN



CREATIVE ENTREPRENEURS

86%
ENJOY MAKING THINGS

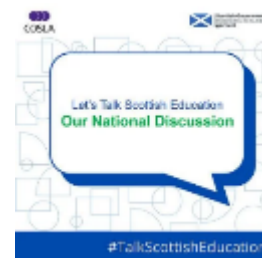
4 in 5
ENJOY MAKING SLIME

2 in 3
ENJOY CREATING THEIR OWN GAMES / WORLDS

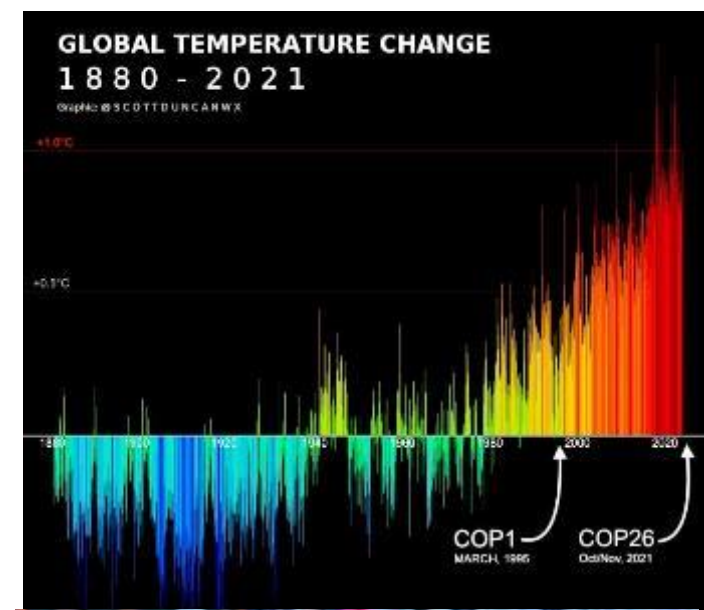
55%
ENJOY CREATIVE VIDEO MAKING

47%
ENJOY TINKERING WITH ELECTRONICS

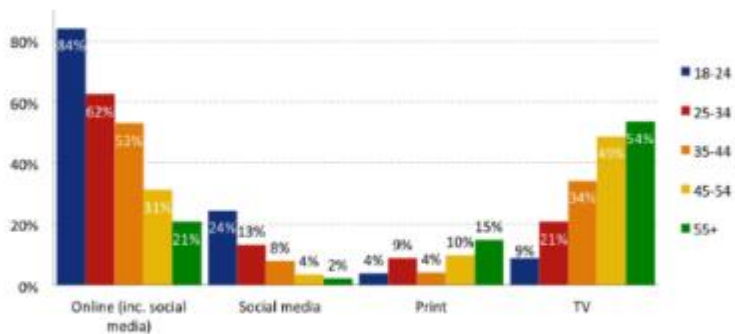
20%
ALREADY MAKING MONEY FROM HOBBY / TALENT



Think Big, Act Small



🇬🇧 MAIN SOURCE OF NEWS (by age group)



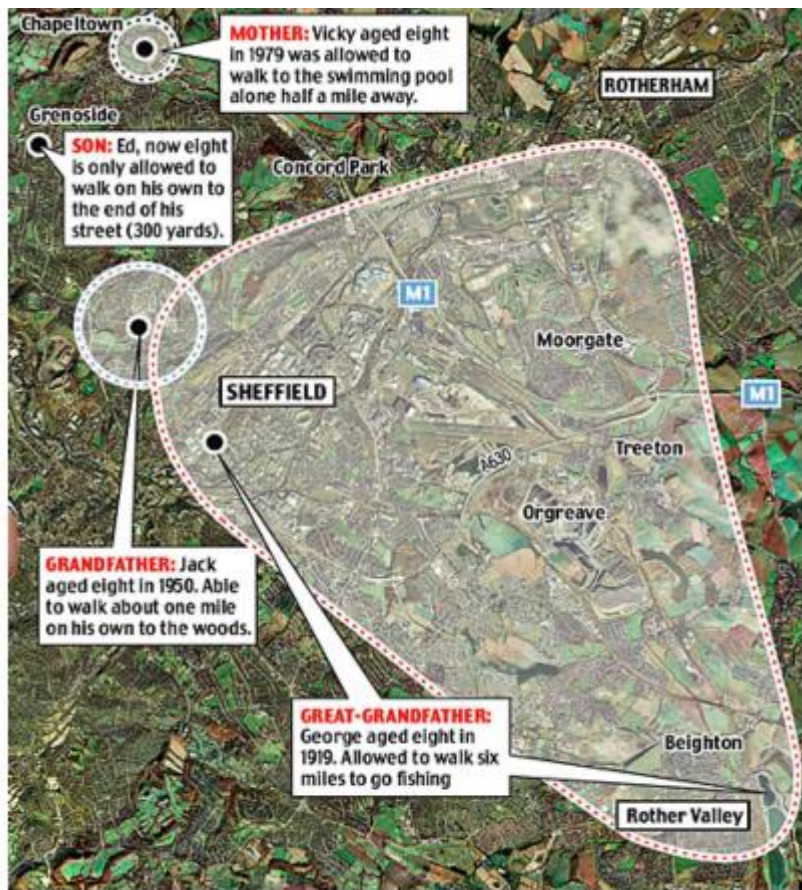
Q4. You say you've used these sources of news in the last week, which would you say is your MAIN source of news?
Base: All 18-24/25-34/35-44/45-54/55+ who have used a news source in the last week. UK+ 120/271/353/392/714



Transformation: Eight years ago the arrival of the new pope was greeted by flickering candles in St. Peter's Square



A sea of technology: These astonishing images show Pope Francis has ushered in a new era - as iPads, camera phones and other tablets replaced the traditional Rome welcome



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Children

This article is more than 2 years old

UK children not allowed to play outside until two years older than parents' generation

Survey finds most children turn 15 before they can play outside unsupervised

Sally Weale, education correspondent
 Tue 20 Jun 2017 16:06 BST

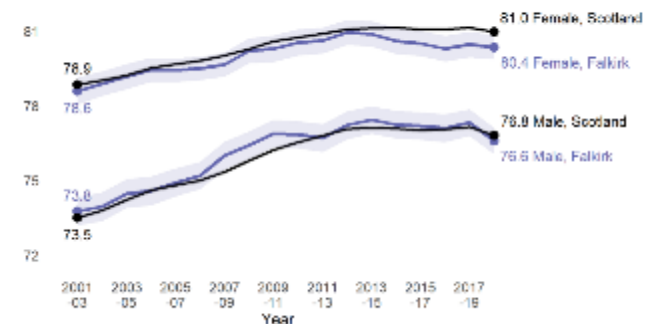
A boy, children's playground in Hampstead Heath, London. Photograph: Guy Lawrence/Corbis

Primary age children in Britain are losing the freedom to play independently and typically are not allowed to play outside on their own until two years older than their parents' generation were, according to research.

While their parents were allowed to play outside unsupervised by the age of nine on average, today's children are 11 by the time they reach the same milestone, according to the study, which says not enough adventurous play could affect children's long-term physical and mental health.

Students with Additional Support Needs	%
2010	10.3%
2015	19.7%
2021	33%

Falkirk
 Life expectancy at birth, 2001-03 to 2018-20



Online contact

33%

of adolescents report online contact with close friends **almost all the time** throughout the day. **Girls** are **more likely** to report this than boys (37% versus 29%)

What are the positive and negative aspects of using technology today for young people?

6%

of young people have online contact **almost all the time** throughout the day with friends they have only met online.

This proportion **increases** with age:
3% of 11-year-olds, **6%** of 13-year-olds and **8%** of 15-year-olds.



WHY?

MEGATRENDS

SOURCE: WORLD IN 2050 YOUR FUTURE (WWW.W2050.ORG)

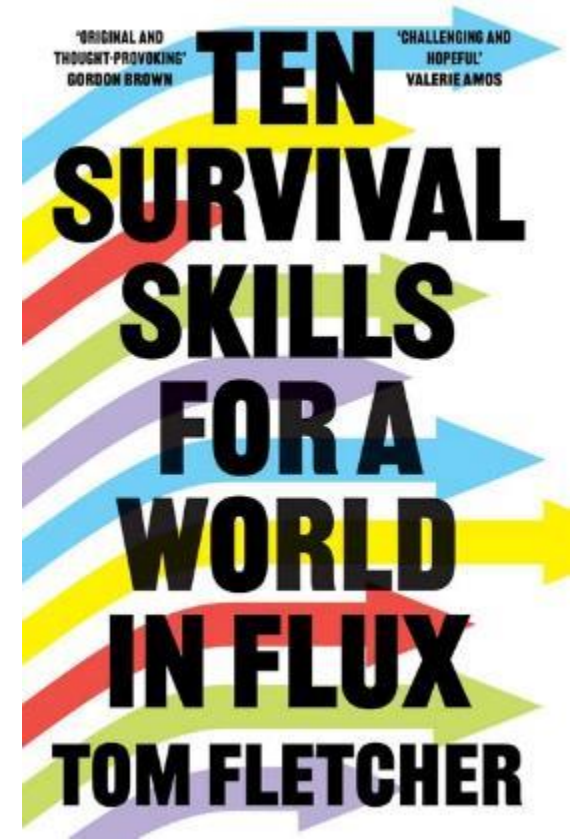
Exponential technologies radically reshaping the world.

Disruption from climate change, energy transition is only the beginning.

The workplace cares less about education, more about skills.

Societal distrust, fragmentation are surging.

Democratic governance institutions under pressure.



“We will need a more profound knowledge of our relationship with our planet”

“”We will need them [learners] to thrive, adapt, learn, create and coexist as global citizens”

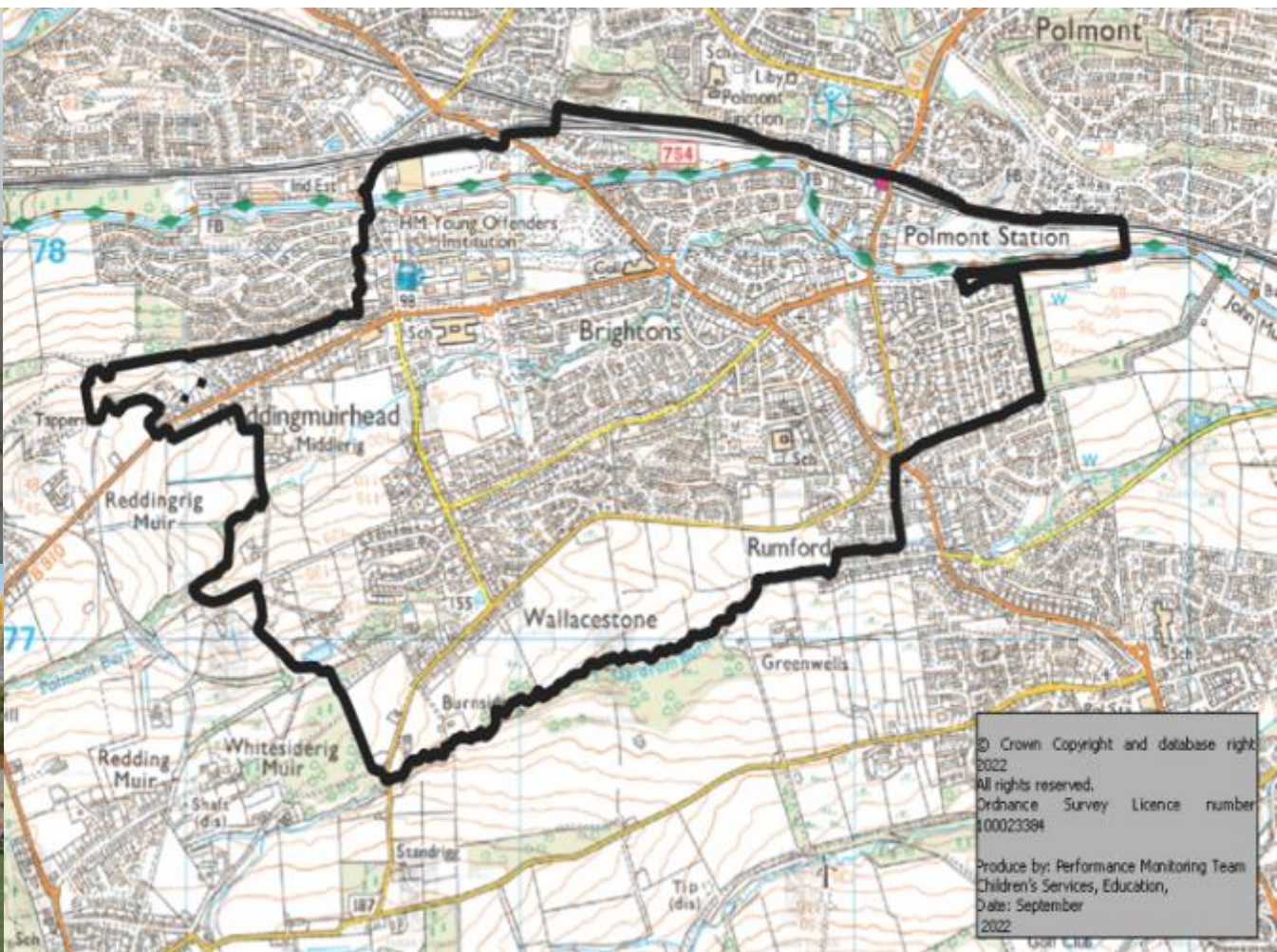
“We will need to learn how to learn, so that future generations will be adaptable enough to evolve in response to the technology tsunami ahead”

“We must learn to be more kind, curious and brave”



Place based curriculum that reflects the uniqueness of our context but helps children to look out and participate in their community locally and globally.

“Curriculum is like a mirror on a window. Curriculum allows children to look out to the wider world but first they need to see themselves in it.”
(Style, 1988).



The curriculum in our school will be the same as another school.

The curriculum in our school should reflect the uniqueness of our context.

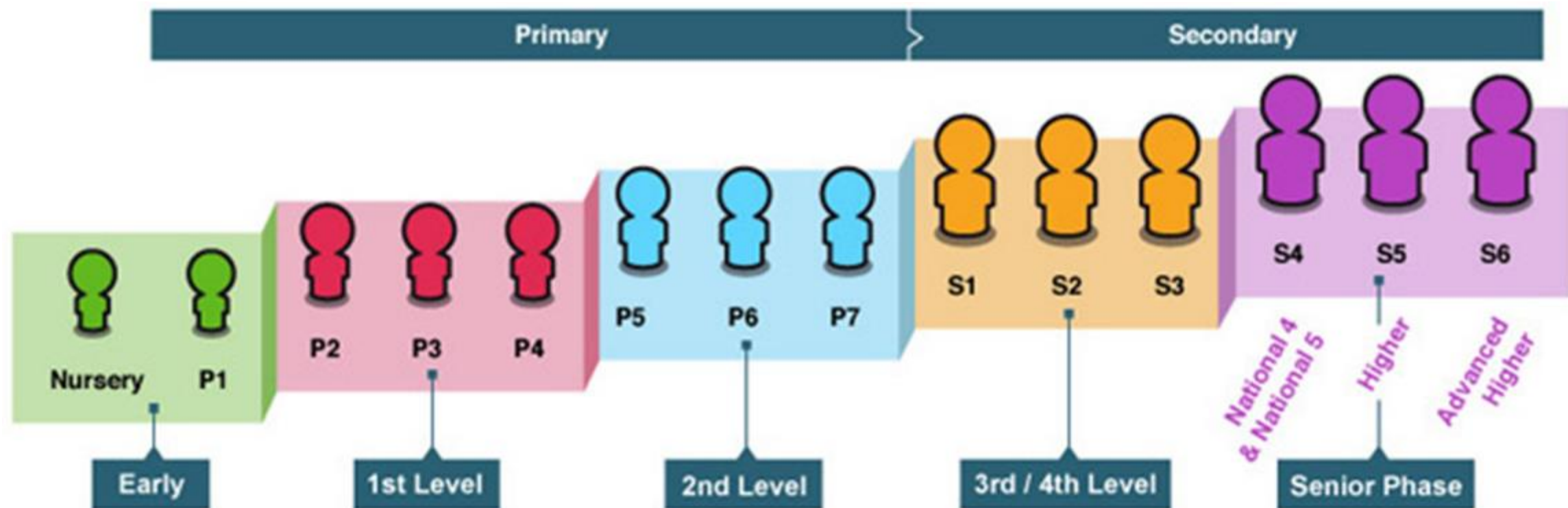
MYTH



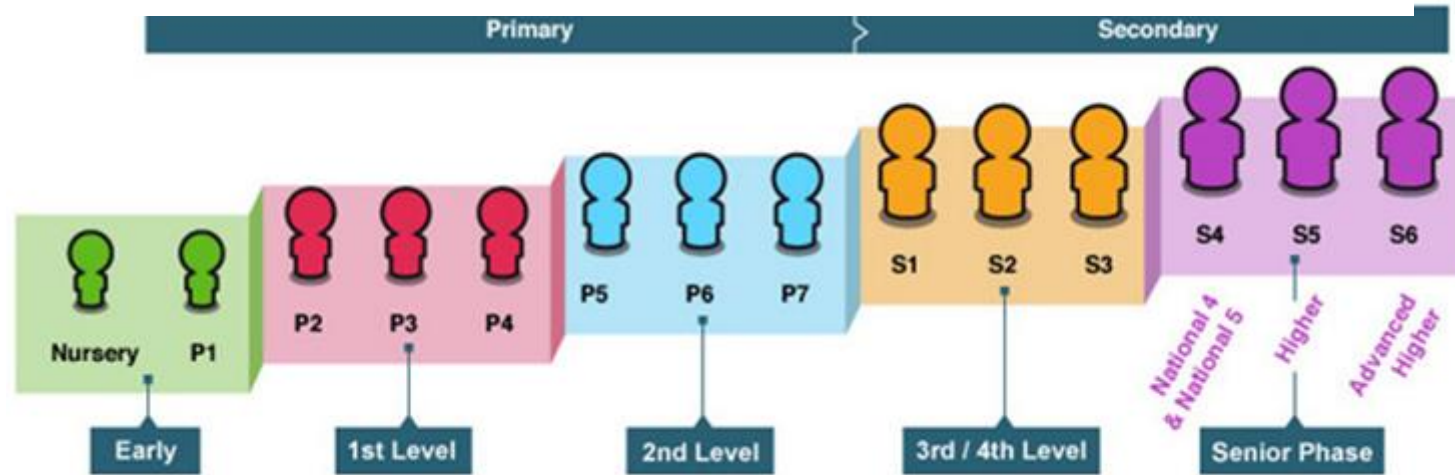
Wallacestone - Curriculum consultation

A square QR code with a white background and a black border, centered on a dark blue background. The QR code is used for curriculum consultation.

curriculum for excellence



curriculum for excellence



Nursery is about getting children ready for school.

MYTH



ELC and Primary 1 is viewed as Early Level and works from the same Experiences and Outcomes in the Curriculum – developmental learning approaches, exploratory play, focused interactions/teaching.

Opportunities for personal achievement

Academies
Play based learning
Link with Bailliefields Community Hub
Pupil Leadership forums
Pedagoo Fridays

Friends of Quarry Park
School Community Projects
Focus days and weeks
Assembly programme

Ethos and life of the school as a community

Interdisciplinary learning

Falkirk Learning for Sustainability
Interdisciplinary Learning themes

Involvement of new partnerships to
support application of knowledge &
skills

Discrete learning

Curriculum areas and subjects



The Curriculum

'the totality of all that is planned
for children and young people
throughout their
education'



Curriculum areas and subjects

LITERACY & ENGLISH

NUMERACY & MATHEMATICS

HEALTH & WELLBEING

SOCIAL STUDIES

TECHNOLOGIES

RELIGIOUS & MORAL EDUCATION

SCIENCE

EXPRESSIVE ARTS

There is a P1 curriculum, a P2 curriculum etc.

Children are supported and challenged at levels appropriate. This is supported by ongoing formative assessment and progression pathways.

MYTH



Interdisciplinary learning



2. Take part in global citizenship & international education projects – fair trade, learning for a better world, ethical issues, human rights, children's rights, school-linking, links between environment & economy

Bundle 2 – Take part in global citizenship and international education projects

Early level

First level

Second level

- Primary 1 – Fairtrade (Journey of a Banana)
- Primary 2 – Needs and Wants (Food banks)
- Primary 3 – Beliefs and Values (Food banks)
- Primary 4 – Fairtrade (Bean to Bar – Chocolate)
- Primary 5 – Refugees (Use of Shaun Tan – The Arrival graphic novel)
- Primary 6 – Clean water and sanitation for all
- Primary 7 – Global Goals. How extreme weather effects are affecting countries differently.



Interdisciplinary Learning:
ambitious learning for an increasingly complex world

A thought paper from Education Scotland, NoToosh and a Co-Design team from across Scotland

www.education.scot.nhs.uk



What happens in a stage one year will happen the next.

Opportunities for partnerships, prior learning, children's voice and interests can open up new learning themes, particularly in Interdisciplinary Learning.

MYTH



Opportunities for personal achievement	
August to October P4-7 Academics Bullisfielder Taster series	October to December Food Tech - Skill focus Pupils Teach a lesson
January to March P4-7 Academics World Book Day-Reading to younger pupils (care home) Class Assembly Sexts Poetry	April to June Art + Talking focus Sports Day

Interdisciplinary Learning	
August to October LFS Bundle 3 - Exploring Values/Attitudes (head area RAPS)	October to December LFS Bundle 1 - "Sneaky" practices, head area/Saving the planet - Climate Change (LFS) Area 2: Soc. Studies (LFS) at impact on humans - Social Enterprise school to encourage fair.
January to March Scottish History 10L - head area Soc Studies Area 2: Exp Arts (Drama) Area 3: Literacy (Imagined response)	April to June Tech led 10L - Story Academy Write to School Community Project - Improving aspect of National Heritage Day - Paris 2024 Olympics.

Ethos and Life of the School as a Community	
August to October Outdoor - Team Building HMB - Relationship building Class Charter - UNCR Celebrating European Day of Languages	October to December School Community project e.g. Garden, Quad, or Friends of St. Paul's Neurodiversity awareness Anti-Bullying week
January to March Random Acts of Kindness International Education Day (24/11/24) Children's Mental Health week (16-24 Feb)	April to June School Community project Block 2 (e.g. astro) World envt day

Curriculum Areas and Subjects	
August to October Literacy: Genre focus Read to Write (Fiction) MNU - Number + main processes Shape HMB: Emotions Soc. Sub: Mapping Art (Open) Subject	October to December Literacy: Genre focus Functional writing L+T focus: Tools for L+T MNU: F.O.P. + Ratio Measure HMB: Soc. Studies Exp Arts Art: Open point
January to March Literacy: Poetry MNU: Money, Time Angles/Sym (Art) Exp. Arts - Drama	April to June Literacy: Functional writing L+T: Find use info focus MNU: Algebra, Data Handling HMB: RSHIP Science: Forces

Learning across the four contexts in Primary 3 – Term 1



WORK TOGETHER
PLAY TOGETHER
SUCCEED TOGETHER

Opportunities for personal achievement

- We work together as a class to earn Class awards. These are awarded by SLT as recognition of actions which are commendable and are worthy of the whole class benefit. 10 awards allows a class treat to celebrate working for the good of the team.
- We have a Wonder Wall which will be a celebration of learning we are proud of – this will foster a sense of pride in our progress.
- We would like to celebrate out of school achievements – please send us any photographs you would like us to put in a display. We would also encourage your child to share this success with the class as a show and tell presentation.
- There will be a Class Recognition board focusing on different skills such as turn taking, team work and active listening.
- We use X (formerly known as Twitter) to provide regular updates regarding the fantastic learning and experiences going on in class. This can also be used to recognise of wider achievements out of school.

The Curriculum
the totality of all that is planned
for children and young people
throughout their
education

- We will continue our learning around Emotion works. This will be done through exploring stories and examining characters' emotional experiences.
- Children will continue to be given opportunities to express their views and to lead their learning through a range of play opportunities as well as within the curriculum.
- We will be learning about our rights and the UNCR. We will be examining the key differences between our needs and wants and reflecting on how this links to our rights.
- We will participate in outdoor play and socialising with other classes across P1-3. We will meet new friends and enjoy play experiences with them. We will focus on being kind and caring towards others.

Ethos and life of the school as a community

Interdisciplinary Learning

Child Led Community Project

This term Primary Three will be leading their own learning. We would like for our classes to gather ideas from the local community on how we could help to improve the local area, such as litter picking, planting more greener etc.

Through this the children will further develop skills in

- Leadership** – by taking a lead on planning and developing this project.
- Problem solving** – by exploring different options and weighing up the advantages and disadvantages.
- Communication** – by contributing ideas and asking questions.
- Working with others** – through accepting and sharing roles and responsibilities and making positive contributions.

Health and Wellbeing

Emotion works and exploring how emotions effect our day to day life and choices that we make.

- We will also be looking at relationships with a big focus on friendships and how to be a good friend.
- Maths**
- 2D and 3D shape and their properties along with symmetry.
- Numeracy**
- Place value, addition and subtraction.
- Literacy**
- Listening and talking – we will be working on our active listening skills such as eye contact, body language, taking turns, creating and asking questions.
- Reading** – We will be using a number of strategies to help us decode texts.
- Writing** – We will be developing our sentence structure by adding in adjectives and connectives. We will also be creating texts which have a beginning, a middle and an end.

Curriculum areas and subjects

Children are taught as whole classes. All children get the same work.

Focused teaching model, differentiation through support/challenge. Open ended learning tasks all support a more bespoke approach to curriculum.

MYTH



Aligned to CfE

Joined up
approaches to
curriculum, L&T
and assessment

Current Assessment at Senior Phase



Programmes of Learning

- Curriculum Areas and Subjects
- Vocational, Technical and Professional courses

Project Learning

- Interdisciplinary Learning

Personal Pathway

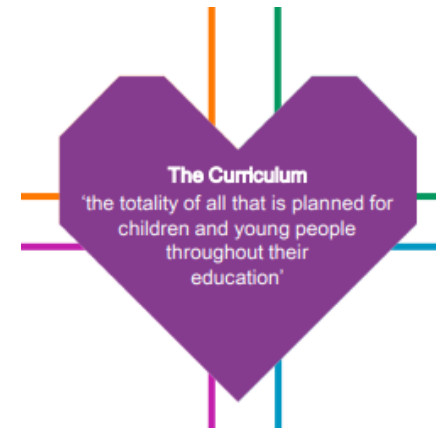
- Opportunities for Personal Achievement
- Ethos and Life of the School as a Community



Primary 1 to S3 (BGE) School is about getting children ready for passing exams.

Educational Reform is working to align senior phase more closely with the aims and purposes of Scotland's Curriculum

Curriculum change in recent years



Moving on from National Discussion

School

- Focus on what matters in our context will allow us to pursue a 'fewer things, greater depth' approach. Use the four contexts for learning to help us de-clutter through **careful curiosity**.
- How does learning build on prior learning and set up the foundations for future learning. **Coherence of learning in Social Studies**.
- Look at who can help us and who we can help – **Community Partnerships**.
- Building on our LfS approach using IDL – how do we build this into 'what we do here'.

Cluster

- Focus on four contexts – Cluster working groups
- How do we plan for the 'totality' of the curriculum – including cross sector work to support coherence of learner journey?





Cluster Curriculum Refresh Groups



Learners' journey from 3-18



Planning for progression in children and young people's learning is in place for the four contexts and shows how knowledge, understanding and skills are built over time. HGIOS4 QI 2.2

Spatial Awareness

Quantity

Co-operation

Listening

Communication

Memory



Friendships

Social Interactions

Measure

Shape

Pattern



Independence

Healthy Habits

Learning for
Sustainability

Larder Approach



Memory

Routines

Number

Amount

