

Create a portfolio proposal for developing the new curriculum within your school. Present a supported strategic approach which critically analyses the alignment with your school ethos and current policy.

Overview

Throughout this written proposal, the facilitator shall discuss a portfolio proposal that outlines how the new Welsh curriculum (Donaldson, 2015) could be developed within the primary school sector. More specifically how the Humanities Area of Learning and Experience could be designed and developed. The curriculum design has been aligned with current policy and school ethos, and is also supported with an action plan and strategic plan.

Introduction- Curriculum Purpose

The curriculum could be described as defining the objectives of a school and the journey a school wishes its children to take (Young et al., 2014; Male, 2012). Some may argue that irrespective of national requirements, curriculum planning should be influenced by the overall philosophy and specific aims of the school (Barnes, 2015; Pollard, 2014). Within the portfolio proposal, the facilitator has attempted to ensure a balance between requirements of the new Welsh curriculum (Donaldson, 2015) supported with the school's vision and aims. Some would argue that all policies at national, local and school level need to acknowledge the importance of teaching and learning (Pollard, 2014). Whilst planning and designing a curriculum there are various questions that need to be addressed (Harden, 1986). These questions could include what educational purposes a school may wish to attain (Tyler, 1949). The educational purpose of the curriculum proposal is to provide children with an engaging and meaningful Humanities area of learning and experience. Teachers must prove professional accountability and be prepared to justify pedagogic judgements and decisions (Barnes, 2015). Throughout this written proposal, the facilitator shall discuss the judgements, and decisions made in regards to a newly designed Humanities curriculum.

Throughout the years, there have been various discussions regarding the curriculum children should follow in primary school (Grigg, 2015). Curriculums sometimes get reformed due to children being unsatisfactorily prepared to contribute to the prosperity of their nation (Lyakhova et al., 2019). In the future, there is arguably a need for a more prosperous Wales (Future Generations Commissioner for Wales, 2015). Which arguably the education system could aid the next generation to strive to be

more prosperous contributors. It is currently an exciting time within the Welsh education system with a new curriculum impending (Donaldson, 2015). However, some suggest that whilst the four core purposes of the new Welsh curriculum discerns it from past curricula, there is not an entire break from previous curriculum (Gatley, 2020).

Curriculum designers are incompetent if they are not planners, and as planners are not fulfilling their purpose if they do not have the future in mind (Pratt, 1980). Education can connect our past to the future (Pollard, 2014). Hereby, this is arguably what schools are being required to do at present. Furthermore, some have argued that if teachers do not understand the aims of the new curriculum then their attempts to implement it will always return to existing practice (Priestley, 2017). Hereby, at present schools must examine the guidance provided and design their curriculum coinciding with both school goals and national requirements. Curriculum design focuses on how practitioners' can construct a curriculum that matches a school's aspirations (Male, 2012). Factors such as the current curriculum reform and priorities on the school development plan have been taken into consideration when designing the curriculum. Arguably, more needs to be done to adequately prepare teachers for the impending change, as highlighted in the facilitator's action plan (See Target Five).

Curriculum Design

Primary school is an opportunity to develop a basis of attitudes and values that could last a lifetime (Male, 2012). The facilitator is based in a medium-sized primary school in South Wales. At present, the school is working towards the new Welsh curriculum (Donaldson, 2015) which will be fully implemented in the academic year 2022. Prior to 2022, schools are required to design their curriculum in preparation for implementation (Donaldson, 2015). Many schools may intend to trial and refine their newly designed curriculums before full implementation. As a result, the review and evaluation process might be integral in the overall outcome of the new Welsh curriculum. It could be argued that the new Welsh curriculum (Donaldson, 2015) adopts a progressivist approach as opposed to traditionalist. Whereby education is perceived as a process of growth as opposed to a process of cultural transmission (Tanner and Tanner, 2007). Hence, the four core purposes aim to develop children into well-rounded individuals in a progressive manner. The four core purposes aim to ensure that children are able to lead fulfilling personal and professional lives (Welsh Government, 2017; Donaldson, 2015).

Within the facilitator's school, focus has already begun upon the integration of the four core purposes and twelve pedagogical principles of the new curriculum (Donaldson, 2015). Henceforth, the school then concluded the next logical step would be in the area of curriculum design, revitalising and redesigning current subjects into areas of learning and experience. It has been suggested that children are more engaged when exploring subject content through Areas of Learning and Experience rather than through separate subjects (Taylor et al., 2015). The new Welsh curriculum requires both areas of learning and experience and the four core purposes to be balanced equally. To develop the four core purposes whilst neglecting the broad and balanced subject based Areas of Learning and Experience, or to impart a broad and balanced subject based education whilst ignoring the four core purposes would not be sufficient (Gatley, 2020). The need to balance the four core purposes and curriculum content has been clearly outlined (See Target Three).

School values can significantly impact upon children's personal, academic and moral development. Hence, the facilitator has deigned the curriculum with the school's values at the centre. Values and vision should inform operational strategic planning (Davies & Davies, 2005). The facilitator has strived to ensure the new curriculum embodies the school's vision and values. Furthermore, the facilitator undertook situational analysis (Reynolds & Skilbeck, 1976) in order to understand what internal and external factors could influence the curriculum design (Appendix One). Environmental analysis would explore the factors that will impact upon curriculum (Tessmer, 1990). This analysis is integral in curriculum design as it would ensure that the design was suitable for the context.

Both the Cambridge Primary Review and the Rose Review highlighted the need for high quality training in curriculum design and pedagogy (Alexander, 2009; Rose, 2008). Well co-ordinated and sequential planning could also ensure an effective curriculum. Strategic planning is highly important in curriculum design (Fullan, 2001). A strategic plan is a sequential plan of a process. An action plan takes a strategic plan and makes it operational. The new curriculum could be interpreted as an aims-based curriculum (Gatley, 2020). Lack of transparency, or trying to force too much content, can often result in superficial and rote learning, preventing children from understanding and processing what they are presented with (Gibbs, 1992; Marton et al., 1984). Hence, therefore it is arguably necessary to create a concise and well-organised curriculum in order to achieve intended aims.

Within the primary school sector, Humanities usually encompasses geography, history and religious education (Hoodless et al., 2003; Grigg and Hughes, 2013). Some may suggest that these subjects share ontological links. Hence, the subjects share common concepts and skills, and often themes whilst also having their own unique and independent concepts, knowledge, and skills (Hughes, Makara & Stacey, 2020). Coherence is another significant factor when designing the curriculum (Pollard, 2014). It is arguably desirable to create a carefully interlinked curriculum whereby children can relate and build upon knowledge, skills, and content being learnt. A spiral curriculum involves children revisiting a topic or theme various times throughout their schooling and the complexity of the topic or theme increasing during each revisit (Bruner, 1960; Harden, 1999). An effective curriculum is one that is designed to help children to acquire appropriate knowledge and skills and then provide them with opportunities to practice and apply them over time, in order to master them (Cornerstones, 2020). However, some have argued that in the teaching of Humanities, there is a difficulty of balancing skills and knowledge (Jones and Whitehouse, 2017). Selecting content requires practitioners to base decisions that reflect the content of the subjects. Further, it is arguably beneficial to make content decisions based on children developing schemata of knowledge. Arguably in the Humanities area of learning and experience knowledge builds cumulatively rather than hierarchically, therefore it is sometimes difficult to decide upon content choice (Turner, 2018). This is arguably the case with the Humanities. The facilitator has opted for the spiral curriculum in order for children to build upon prior knowledge and gain confidence in the area of learning and experience.

The Education Reform Act (Her Majesty's Stationary Office, 1988) highlighted the need for a balanced and broadly based curriculum. Some suggest that practitioners understand and support the position of the humanities in a broad and balanced curriculum (Estyn, 2017). On the contrary, some have argued that humanities is given limited time hence teaching is sometimes superficial and focused on children obtaining factual knowledge rather than being given opportunities to enquire (Catling & Eaude, 2019). How practitioners structure subject content revisited over time is important to helping children reach security and fluency (Turner, 2016). The principles of this particular curriculum design would take a spiral curriculum approach where knowledge is revisited and constantly built upon. Whilst also acknowledging the need to maintain a broad and balanced approach. One example of effective teaching is recognising the importance of prior experience and learning (Pollard, 2014). The need to ensure adequate time for teaching of the Humanities has been outlined (See Target Six).

There can be no discussion of curriculum without pedagogy (Wiliam, 2013). In an increasingly complex world there is arguably a need for education in the humanities to contribute to the development of the whole child (Eaude et al., 2017). Within the Humanities there maybe the inclusions of subjects that are sensitive or ethically complex to teach. When Bruner (1960) developed the phrase ‘spiral curriculum’, he argued that the curriculum should be structured around the important societal issues, principles and values. Hence, why the facilitator opted to develop a curriculum based upon spiral curriculum principles. Whereby practitioners can revisit topics as children progress through school and potentially become more emotionally developed. More support maybe needed around this area in order for pupils to become ethical and informed citizens of Wales and the World (Donaldson, 2015). Also, more support maybe needed for teachers who feel under-confident teaching sensitive subjects (See Target Five).

At the facilitator’s school, each area of learning and experience lead has been presented with the task of redesigning their curriculum inline with the new curriculum. However, some may argue whether having six areas of learning and experiences that are equally broad and balanced is both realistic and reasonable. The overarching aim of the Humanities curriculum that has been designed throughout this proposal is to create a engaging and meaningful area of learning and experience (Our Vision). Primary school education can provide opportunities to help pupils become global citizens (Male, 2012; Donaldson, 2015). Within Humanities, there is opportunities for children to learn about relevant topics that may affect them in life. The facilitator has designed the Humanities curriculum with this principal in mind.

The facilitator has opted to adopt an approach similar to Brookfield’s Lenses, whereby personal experience, children's perspectives, colleagues' experiences, and theoretical literature help to inform decisions (Brookfield, 2017). Prior to designing the curriculum opinions could be sought from all stakeholders regarding the new Humanities curriculum (See Target One). Curriculum design is far more than stating all that practitioners want children to learn, it is about designing the experiences that children need to be provided with in order to learn (Male, 2012). Arguably, when all members of staff are involved in a collective effort, the curriculum is possibly more likely to serve the needs of both children and the wider school community (Brundrett & Duncan, 2011). Therefore, prior to creating the curriculum obtaining key stakeholders opinions through primary research instruments

could be beneficial. The qualitative data collected through the instruments would be used to inform and develop the new curriculum.

Curriculums should be rigorous and coherent, where links are made effectively between subjects encountered (Wiliam, 2013). Thematic approach is very prominent within the primary school sector. A thematic approach could aid with a cross-curricular collaboration of area of learning and experiences. Humanities can often contribute to cross-curricular themes and projects (Catling and Eaude, 2019). Hence, teachers should not feel compelled to work only within individual Areas of Learning and Experience (See Target Six). A cross-curricular approach would also enable education not to become compartmentalised. Teachers should feel confident to form purposeful connections, utilising the What Matters Statements, Progression Steps and Achievement Outcomes as a source of direction that would enable continuity and secure progression for children's development (Donaldson, 2015; Hwb, 2020). The facilitator would ensure that the aforementioned were accessible on the school's computer drive, for all staff to access (See Target One).

Dewey (1941) divulged a psychological concept into a curriculum principle and stated that children's natural instincts are important when resourcing the curriculum. Aspects and elements such as enquiry, investigation, evaluating diverse views of the world and engaging with sustainability and social change should be included within Humanities Area of Learning and Experience (Donaldson, 2015). These key aspects are outlined within the action plan (See Target Four). Enquiry enables reflection, which can help learners understand the human condition (Hwb, 2020). This could ultimately contribute to the development of the whole child.

One argument for planning and teaching Humanities under one umbrella is that they share similar elements such as skills in questioning, locating and interpreting sources (Hoodless et al., 2003). Within the action plan, there is specific mention of developing these skills (See Target Four). Further, developing inquisitive and independent learners is also part of the facilitator's school values. It could be argued that it is the teacher's role to ensure that all children are given equal access to key cross-curricular skills to facilitate their engagement with the whole curriculum (Siraj-Blatchford & Siraj-Blatchford, 1995). The new Welsh curriculum is not merely a case of changing the content of lessons (Welsh Government, 2017). Hence, some could interpret this as meaning it is more valuable to value the skills developed during the lesson as opposed to the actual subject matter. The Welsh nation needs well-rounded individuals who are able to use their imagination,

critical thinking skills, and resilience to excel (Welsh Government, 2017). Some could argue that a curriculum needs to develop disciplinary habits of mind, which could be developed through sustained engagement with the Humanities discipline (Wiliam, 2013b). Providing resources and opportunities to engage children to activate and utilise thinking skills has taken emphasis when designing the curriculum (See Target Four).

Collaboration and Leadership

Organisational culture in schools is made and it is the result of the way practitioners work together within a given set of circumstances, unless that culture is a supportive one, change may not be effective (Goodall et al., 2005). A collective and collaborative effort towards curriculum design could be regarded far more beneficial (Fullan, 2001). Furthermore, alignment is a significant factor when designing a curriculum. Alignment is perceived as a criterion of good curriculum design (Biggs, 2003). More so when strategically and meticulously planning the goals of the school's curriculum. Prior to designing the curriculum, stakeholders should collaborate to ensure alignment. Then the alignment should be discussed and presented with the school's governing body. The facilitator collaborated with area of learning and experience leads and decided upon basic criteria and principles to design the new curriculum (Appendix Two). This document would be shared with all staff in order to create a common understanding for the vision of the new curriculum as a whole.

Amongst practitioners there should be a collective responsibility to engage, inspire and motivate learners to develop a more prosperous Wales (Welsh Government, 2017). In terms of preparation for the new curriculum an INSET day would be planned with staff to create and share a common understanding and vision. However, some may suggest that the recent drive to micro-manage schools and to raise standards could place strain upon how teachers utilise their time (McMahon, 1995). The adequate use of management time has been considered (See Target Six). Time would be appropriately provided for areas of learning and experience leads to divulge and explain their proposed curriculums. During this time, more individual and specific goals would be cascaded to members of staff.

A whole-school approach in developing the curriculum should not be undervalued. When schools experiment with aspects of the new curriculum, knowledge gaps for teachers may appear and support from colleagues and subject-specialists is vital in plugging any such gaps (Greener and Wakefield, 2015). It could be important to undertake an audit of staff knowledge and confidence

(Hargreaves, 2003; Siraj-Blatchford and Siraj-Blatchford, 1995). From the outset, the facilitator intends to ensure strong collaboration and communication. This would be done through regular review and evaluation processes (See Review Section). Another internal risk is communication. Lack of communication and cohesion could result in the curriculum deployment becoming unsuccessful. An effective leader sets strategy, motivates and builds a positive culture (Goleman, 2017). Providing practitioners and stakeholders with the tools to succeed is integral.

Furthermore, the need for conceptual clarity is necessary (Kelly, 2009). The word ‘curriculum’ can interpret various meanings (Marsh, 2009). Therefore it would be important to ensure that operational definitions are provided in order to create a common understanding. Furthermore, the avoidance of any jargon words could help to mitigate any communication risks. Within the strategic plan, the facilitator has attempted to explain operational definitions clearly to create common understanding amongst key stakeholders.

The Governing Body of each school has legal responsibility for the curriculum and would usually approve curricular proposals (Barnes, 2015; Pollard, 2014). The facilitator would ensure to liaise with the Governing Body to ensure they are satisfied with the proposed curriculum design. Furthermore, the Governing Body should ensure that the review, articulation and development of the school’s curriculum is completed to a high standard (Pollard, 2014). Hence, the facilitator would regularly liaise with the governing body, as outlined in the strategic plan, to ensure they are pleased with the curriculum development and believe that it is having an effective impact (See Review Section).

It could be wise to provide curriculum leads with additional time outside of the classroom to enable them to complete reviews of the curriculum design and evaluate how it is being developed. Some may argue that two years is an ambitious time frame (See Timeline). However, with effective monitoring of progress prior to the full implementation of the new curriculum would hopefully be most successful. Curriculum development, however efficient the design, will take time. Within the design the facilitator has designed SMART targets (Appendix Three). These targets highlight the need for regular review which has also been considered in the strategic plan (See Review Section). Further, short-term targets with suitable deadlines can ensure progression is made and can encourage development towards long-term goals (Siraj-Blatchford and Siraj-Blatchford, 1995).

Assessment and Inclusivity

Assessment should be used to motivate and raise children's self-esteem. Furthermore, learning experiences need to enable children to examine success criteria and organise their own personal targets (Clarke, 2001). If the assessment does not adequately reflect curriculum objectives then the result will be insufficient and cause surface learning (Biggs, 2003). Moreover, assessment for Learning would be encouraged throughout teaching and learning experiences. Self-assessment can help children become more autonomous and international about their learning, aiding a learner-centred curriculum (Cullen, Harris, & Hill, 2012). Further, assessment can aid to advance learning and determine whether the correct learning has occurred (Pollard, 2014). Therefore, the feedback from assessment could help the facilitator inform reviews and evaluate the curriculum design (See Review Section). However, assessment must not lead rather than support curricular advancements (Kelly, 2009).

Acknowledgement that correct learning has occurred and monitoring progress are focal reasons for use of assessment (Chase, 1999). Progression could be perceived as a development towards a more advanced state and learning itself could be regarded as progression (Heritage, 2008). Schools should monitor the progress children make in the humanities more closely in preparation for future curriculum developments (Estyn, 2017). Hence, in order to certain effective delivery of the new Welsh curriculum, practitioners should be clear about what they wish to measure across the entire system (Welsh Government, 2017). The focus on the development of skills could be arguably difficult to measure. The process of conceptualising progression in learning in Humanities is arguably complex (Hughes, Makara & Stacey, 2020). Assessment can be an interpretation of a child's progression through the curriculum. Hereby, assessment and curriculum could be viewed as being inextricably bound (Turner, 2016).

Children could be regarded as being at the centre of the curriculum. It could be argued that no progress or advancement in policy can have the desired impact unless they are in harmony with the nature of the child (Central Advisory Council for Education, 1967). The focus on the newly designed Humanities curriculum would strive to be holistic and engaging for all learners. Developing the whole child is a key focus, not just when designing a curriculum, but in everyday pedagogical approach. This could be regarded as enacted curriculum (Wiliam, 2013). In contrast, some may suggest that teachers enactment of the curriculum may cause conflict with the planned curriculum (Campbell, 2006). Curriculum design should match these aspirations (Male, 2012). An

educator who wishes to prepare students for life has to distinguish present trends that may increase in significance in the future (Pratt, 1980).

Children's participation, engagement and contribution are central, and if done effectively can be a key factor in determining what a school does (Reed, 2012). Pupil voice could be perceived as hidden curriculum. Within the facilitator's school, 'We Love Learning' boards are present in every class. On the boards are each area of learning and experience. It is valuable to consult children on their opinions of the curriculum (Pollard, 2014). Prior to creating the curriculum it could be wise to seek pupils' views through primary data collection utilising the learning boards. Also, pupil voice could be a beneficial way of reviewing the curriculum design and this idea has been factored into the strategic plan (See Review Section). Assessment can provide valuable diagnostic information (Eisner, 1993). Reviewing children's work and their formative assessments may indicate what content was understood and if the curriculum is purposeful and being used to its full potential.

The education system needs to be fully inclusive, where all learners are encouraged and supported to reach their full potential (Welsh Government, 2018a). Each individual has a preference on learning. The action plan and strategic plan has been designed for practitioners to comprehend and interpret for their individual learners. This process would be done majorly through differentiation during teaching and learning experiences. Conceptualised with a common objective that can be accessed by all learners. Furthermore, teachers should be confident in setting high expectations, raising standards for all and reducing the attainment gap (Welsh Government, 2017). Setting expectations is also important when designing curriculum, and care must be taken to create learning that is suitable for all pupils (Turner, 2016).

Curriculum Implementation

If education is to be effective and creative all aspects of curricula need to be designed with care and imagination (Pratt, 1980). The facilitator has carefully designed the new Humanities based upon research and much consideration. However, curriculum only becomes reality when teachers develop and enact it with children in classrooms (Hunkins and Ornstein, 2004; Kelly, 2009). Further, Hattie (2012) suggested that it is less the content of the curriculum that is significant but the strategies that teachers use to implement the curriculum that enables children to progress through the curriculum content. Also, Bennett (1988) highlighted that teachers need a range of teaching styles. Thus resulting in various styles that teachers could deploy the curriculum. Constructivism is an

epistemology, or a theory, used to explain how student know what they know. Arguably Humanities teaching and learning experiences would take a constructivist approach. Teachers could also be regarded as curriculum designers who create teaching and learning experiences that excite and engage pupils in their care (Male, 2012). Teachers would play an integral role within the curriculum design process as they would be selecting what strategies to utilise to develop the curriculum.

A carefully designed curriculum would ensure that there is no neglect of the ‘basics’ (McCulloch, 2011). The basics could be perceived as literacy and numeracy. A demand for children with better levels of literacy, numeracy and wider skills, has arguably resulted in a need for a curriculum that emphasised the development of the aforementioned skills, or embedded within areas of learning and experience (Donaldson, 2015; Welsh Government, 2017). However, these core ideologies should not dominate or deviate from other subject matter. Literacy and numeracy would account for one of the twelve pedagogical principles. The emphasis on the twelve pedagogical principles has been divulged within the action plan (See Target One).

During initial teacher training, it could be argued that primary teachers receive limited guidance in the teaching of humanities (Estyn, 2017; Catling and Eaude, 2019). Therefore, some practitioners may feel under confident when delivering teaching and learning experiences based upon the humanities. Further, a recommendation by Estyn (2017) suggested that local authorities and consortia should provide more professional learning opportunities for practitioners developing the humanities area of learning and experience. Some would suggest that effective teaching and learning may depend upon teacher’s personal learning (Pollard, 2014). School leaders who support professional development and audit expertise are arguably more effective in fostering learning how to learn in classrooms (MacBeath and Swaffield, 2005). These implications have been considered by the facilitator and attempts would be made to discover and ensure sufficient continuous professional development training programmes for staff to attend in order to boost confidence to ensure effective teaching and learning experiences. Shulman (1987) acknowledged that the stronger the level of teacher subject knowledge, the greater the confidence in delivering the subject. For a school to be arguably successful, professional training is integral, school staff and high-quality continuous professional development should be provided for all staff (Brundrett & Duncan, 2001). In order to maintain good leadership, a significant factor of effective curriculum design, the facilitator would strive to ensure suitable training for all staff (See Target Five).

Particular historical, social and cultural ideals could be viewed as impacting and shaping each country's curriculum around the world (Grigg, 2015). Children should be provided with opportunities to develop and utilise understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales (ACCAC, 2003). The curriculum has been designed with the Curriculum Cymreig as a significant factor (See Target One) as Humanities subjects arguably offer a broad range of opportunities for the development of the Curriculum Cymreig (ACCAC, 2003).

Learning alongside parents and community is a source of creativity and can help to strengthen bonds (Reed, 2012). Parents of learners would also be regarded as key stakeholders within the curriculum design process. The facilitator's school perceives fostering home-school links of significant importance and is a priority on the School Development Plan. How to nurture an effective relationship between teachers and parents to enhance children's learning is arguably difficult (Marsh, 2009). Within the action plan, there is a consideration of undertaking a session where families are invited to the school and children can showcase Humanities work (See Target Three). This could help the school develop as a learning community whereby adults and their children are contributing to learning (Lave and Wenger, 1991). Providing opportunities for families to witness the firsthand developments of the curriculum would be beneficial and also would provide an opportunity for parents to share opinions and evaluate the curriculum (See Review Section). Parents can possess a variety of skills and interests that could enrich the curriculum (Stevenson, 1998).

Curriculum Influences

Humanities can provide interesting contexts for children to develop their understanding about people, place, time and beliefs and could also provide opportunities for learning beyond the school environment (Donaldson, 2015). Thus, exploring the local area and learning from the experience of people and organisations who belong in the community (Donaldson, 2015). Estyn (2017) highlight how currently many practitioners make effective use of the local area. An Enquiry-Based Learning approach could aid with this target (See Target Three). An attempt to connect schools with their communities was explored with an Area Based Curriculum (Thomas, 2010, cited in Pollard, 2014). The facilitator's school is set within a very diverse physical area. Hence, the facilitator has discussed how the school could potentially make use of the local area. Utilising the local area can

enable children to apply knowledge in ways which are contextual and meaningful to them (Pollard, 2014).

Moreover, an educational visit could aid with an Enquiry-Based Learning approach to the Humanities. Also, Humanities could provide opportunities to potentially foster links to wider community. School curriculums may even be tailored to local expectations about significant knowledge and key roles in the community may contribute to the life of the school (Barnes, 2015). Inviting local guest speakers could enhance the children's learning experiences (See Target Three). Meanwhile strengthening links to the wider community.

Education should not only be concerned with providing children with the knowledge and skills needed to earn a living (Dearing, 1993, cited in Boyle and Charles, 2016). However, it could be argued that there is always a political agenda to public schooling (Kelly, 2009). In contrast, some may suggest that a curriculum that solely focuses on preparing children for the world of work is insufficient (Kennedy, 2005). Different philosophies of education such as personal empowerment, cultural transmission, preparation for work or citizenship can place different emphasis on aspects of curriculum design (William, 2013). Practitioners should not neglect these factors but not over emphasise them either.

Arguably one important characteristics of an effective school is focusing upon pupils' rights. The curriculum could be perceived as being far broader than just the timetabled lessons (Male, 2012). Within Humanities there should be adequate opportunities to develop understanding and encouraging learners to recognise their own and others' rights (UNICEF, unknown date). The facilitator has highlighted how the school could develop a Rights Respecting extra-curricular group. This also aligns with the school's ethos where there is a need to ensure that each child has access to an extra-curricular group of their choice. This extra-curricular experience maybe perceived as part of the 'informal' curriculum (Grigg, 2015).

Reviewing and Evaluating the Curriculum

When developing a curriculum planning model Tyler (1949) questioned how practitioners could determine whether the purposes of the curriculum are being attained. The facilitator acknowledges that the need for regular review of the effectiveness of the curriculum is paramount (See Review Section). Also, the facilitator intends on receiving regular feedback from the practitioners regarding

the new Humanities curriculum. The facilitator would intend to track and document all reviews and opinions based upon the new curriculum utilising an computer based process. Data protection would need to be considered and it could be advisable to use a school computer whereby the data is protected and can be shared more accessibly. Curriculum reform cannot progress without financial resources (Presseisen, 1989). Aside from content and pedagogical approach, logistics and practicalities also need to be considered when developing a curriculum (Resources and Costing Column). These can range from adequate resources to providing blended learning experiences. The need to review and evaluate these provisions would also be of significance.

Children learning the curriculum content may be perceived as a linear process, progressing through levels of difficulty (Kelly, 2009). However, curriculum design itself should not be regarded as a linear process (MacAllister and Nation, 2009). The need to regularly review would highlight how the curriculum design is certainly not a linear process. It is important to recognise that a curriculum does not have to be a 'finished' document, but something to revisit and modify. Throughout the strategic plan, there is an explicit reference to when the process would be reviewed and how it would be monitored (See Review Section). The use of a reflective model could be beneficial.

Conclusion

To summarise, an effective curriculum is epitomised by a clear vision and design. The Humanities area of learning and experience can provide pupils to become ethical and informed citizens (Donaldson, 2015). Alignment is key when designing an effective curriculum. The curriculum would need to be aligned with the school team and this would result in successful implementation and execution of the newly designed Humanities area of learning and experience.

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Appendix

Appendix One

Strengths • Children are given adequate opportunities to develop understanding of their locality. • Children have opportunities to develop their enquiry skills. • Children use their questioning skills to activate deeper thinking.	Weaknesses • Staff feel that their subject knowledge of the Humanities is not as strong as other areas of learning and experience. • Assessment needs to be more readily used to inform practice and progression. • Humanities is currently given limited time and delivered through 'Topic' work.
Opportunities • Time of change with new curriculum impending. • Utilise local environment and foster strong links with the wider community. • Guest speakers from the local community. • Develop the four core purposes.	Threats • Budget. • Limited timescale? • Lack of transparency or communication amongst stakeholders.

SWOT analysis created by the facilitator.

Appendix Two

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Implementing the New Curriculum - A Structure for all Areas of learning and experience

- **Providing engaging learning experiences**

Children partake in valuable engaging and purposeful learning experiences. Relevant links made to Four Core Purposes and twelve pedagogical principles.

- **Skills and progression**

Children will engaged with a redesigned curriculum that focuses on progress of children ensuring they acquire important skills. Progression monitored closely through various assessments.

- **Enquiry based learning, utilising local environment and guest speakers**

Use of local environment and guest speakers across all areas of learning and experience. Enrich the curriculum with purposeful and meaningful context to the children.

- **Pupils develop important skills**

Teachers will help to foster enquiring minds. Staff will outline, prior to redesigning their curriculum, key skills to develop through their area of learning and experience. With a focus on questioning, enquiry, and investigative skills aiding their independence.

- **Pupil voice**

Pupils are seemingly more engaged in their learning when they are involved in the decision-making process. Assessment for learning is vital to inform and evaluate.

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Some key points for consideration when developing areas of learning and experience developed by the facilitator.

Appendix Three

Specific	Overarching target- Develop an engaging and meaningful Humanities area of learning and experience. Aims and objectives outlined in action plan and strategic plan.
Measurable	Regular reviews with a thorough evaluation process. Methods such as assessment, pupil voice, staff feedback will act as guidance. Feedback will be acted upon. Regular evaluation by all key stakeholders.
Attainable	Working towards developing the Humanities area of learning and experience before full implementation in 2022. Key stakeholders take an equal role.
Realistic	Constant referring to detailed action plan, which documents targets and how we aim to achieve them.
Time-bound	Two year time period. Begins Summer Term 2020 until September 2022. Detailed short term and long term goals documented in action and strategic plan. Reviewed termly to ensure time frame is adhered to and the effectiveness is closely monitored.

SMART Targets developed by the facilitator.

Appendix Four

Humanities Area of learning and experience- Skills Overview

Our children will be...	Actions to enact the Four Core Purposes (Donaldson, 2015)
Ambitious, capable learners	Children develop knowledge of different time periods, places and beliefs. Children develop knowledge base they can apply across area of learning and experiences.
Enterprising, creative contributors	Children develop skills to improve the everyday lives of people in their local community, Wales and in the wider world. Children engage in creative activities to inspire their enterprising and creative skills.
Ethical, informed citizens	Children develop their understanding and respect towards different beliefs and understanding how to exercise their rights and responsibilities. Children will learn about topics relevant to today's society as well as the past.
Healthy, confident individuals	Children develop personal views on matters of faith, spirituality, sustainability and social inclusion. Children develop these opinions that will shape their moral development.

Skills to develop across the Humanities area of learning and experience integrating the four core purposes;

- Bloom's Taxonomy Higher Order Thinking Questions
- Enquiry
- Questioning
- Communication
- Observation
- Empathy
- Logical thinking

Some important skills for consideration when developing the Humanities areas of learning and experience developed personally by the facilitator.