

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:

Name	David Lambert
Organisation (if applicable)	Geographical Association
Address:	160 Solly Street Sheffield S1 4BF

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 checked="" 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 type="checkbox"/> Learned Society
<input type="checkbox"/> Teaching Association/Union	<input type="checkbox"/> Other (please specify in box below)	

Please Specify:

Geographical Association
www.geography.org.uk

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

Organisation Individual

Please Specify:

Geographical Association
 160 Solly Street
 Sheffield
 S1 4BF

0114 296 0088

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.

Under 4

4-10 years

11-16 years

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:

- It is subject based
- It is broad and balanced
- It attempts to identify the key conceptual areas of the subjects and blends this with 'key processes'
- It provides teachers of geography freedom to interpret and encourages their capacity as 'curriculum makers'
- The offer is coherent from KS1 to KS3
- The EYFS provides a strong platform

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

Comments

- There is a need for more subject specific guidance, especially for primary stages where the requirement for subject *leadership* in schools (not 'coordination') must be strengthened
- This means re-engaging teachers with the principles and practice of curriculum design and implementation with a focus on knowledge (the fundamental curriculum question is: 'what shall we teach?')
- The subjects - their aims, contents and *educational* purpose - have been lost under a panoply of other 'requirements': the complexity of this needs to be reduced
- The subjects need sharper aims to enable school based 'curriculum making' that maintains subject rigour
- Following the previous point, renewed attempts should be made to express the curriculum in terms of what knowledge needs to be covered in school geography. This includes, but is not confined to, the Hirschian notion of 'core knowledge'.
- Greater clarity as to what the Level Description are for, and how they can reasonably be used. The GA prepared some detailed analysis of the 2008 Level Descriptions which may be useful to consult:
http://www.geography.org.uk/download/GA_AUResponsetoSecretaryofState.pdf
- Greater continuity could be sought between KS3 and GCSE. We believe this can be accomplished by raising the level of intellectual challenge of both

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

Comments:

There are choices. Either,

- Abolish some subjects from the statutory list,
or
- Reduce the requirements under each subject heading (although it is hard to imagine how this can be done: geography is 'thin' enough already: subjects, including geography should not need 'slimming down' as they rely on a body of essential content and the current NC, although it could be restructured, is *already very light* on prescription),
or
- Abolish some or most of the 'peripherals'. These purport to secure a 'whole school experience'. This is misguided - as such a thing cannot be ensured from the centre. It results in a lot of bureaucracy and box ticking. The curriculum can merely provide the framework and expectations of high quality teaching and how this contributes to a clear education outcome.

The GA advocates a judicious mix of the first and third bullet points.

However, there should be strong, unambiguous commitment to a single

broad and balanced curriculum of statutory subjects. Ambiguity creeps in when subjects are placed in a hierarchy or 'core' and 'foundation'. Ambiguity would creep in if any subjects on the list had non-statutory programmes.

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:

It is for individual schools to work this out, using their available talents and circumstances.

Allocating times will not in itself guarantee quality, only 'compliance'

However, there should be a firm commitment to a broad, rounded and balanced curriculum, at all key stages. This has been eroded in recent years. For example, the National Strategies encouraged a narrow focus on literacy and numeracy in primary schools. In chasing ill-defined notions of 'competence' and 'learning to learn', some schools have seriously undermined subject knowledge in KS3, especially in the humanities subjects. Such initiatives have not led to a rise in levels of achievement. Ofsted reports and other research evidence show

- the importance of **context**: Real world and experiential contexts provide a sense of purpose and meaning for pupils' developing skills
- the importance of **knowledge**: reading with meaning requires core knowledge
- the relevance of other **forms of literacy**: in geography this would include visual literacy [maps, photos, landscapes], the use of which enhances the development of basic literacy skills. In geography this would also include the use of digital technologies, including visualisers and GIS

This list shows the requirement for subject disciplines – notable geography whose profound task is to 'write the world' and to help us understand our place in it - to be taught and learned, and to be recognizable in the curriculum. *Not* integrated. *Not* reduced to generic 'learning skills'.

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

Comments:

We strongly endorse the integrity of a curriculum for KS1-4, underpinned by a strong but sensitive EY&FS. We would advise against building in hierarchies – such as ‘core’ and ‘foundation’ subjects. We note this is a two stage National Curriculum Review process, in which ‘phase one subjects’ could become ‘the core’, but it is still possible to promote a single, coherent national curriculum in which the principles of ‘broad and balanced’ apply throughout the Key Stages.

We think a model involving a clear, simple national framework (the requirements), supported by non-statutory guidance, is sound in principle. However, any national curriculum needs a ‘control’ mechanism and a means of regular monitoring at a national level. Several of the longer established Subject Associations are in a strong position to make a meaningful contribution to such processes.

Any changes (eg to Level Descriptions) need very careful justification and communication. It will be helpful to have the subject associations involved in this process (but note that their resources are extremely scarce)

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 has been some confusion about the place of 'earth science' – ever since the introduction of a national curriculum for the first time following the 1988 Education Reform Act.

As professor Chris King has stated in his evidence for the current national curriculum Review, “ ... if the decision is made to subdivide Earth science across other areas of the curriculum, the most effective way of dealing with this becomes unclear”

The GA would not advocate a separate Earth Science subject, for practical and organisational reasons (staffing and timetabling) but for philosophical reasons too.

Geography as a school subject makes claims about its capacity to help children link the physical and human worlds. It can be argued that to do so is important in this day and age: for example, knowing the difference between weather and climate; having a grasp of geological ('deep') time and earth processes, the nature and significance of soil and the distribution of major ecosystems.

And yet physical geography has been eroded, partly because some of its content has been placed under 'science': some evidence suggest that science teachers do not even enjoy teaching this. Furthermore, in science there is a tendency to study earth processes as laboratory investigations or isolated (theoretical) examples whereas physical geography 'naturally' sets these in real world contexts that aids the capacity for their interpretation and meaning.

The GA strongly recommends that the content areas of weather and climate, plate tectonics, earth building and the rock cycle, and earth shaping processes are clearly placed under geography. We believe this is important in order to strengthen the internal coherence of geography as a school subject that spans the human and physical sciences.

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?

Yes

No

Not Sure

11 d) at Key Stage 2?

Yes

No

Not Sure

11 e) at key stage 3?

Yes

No

Not Sure

11 f) at Key stage 4?

Yes

No

Not Sure

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

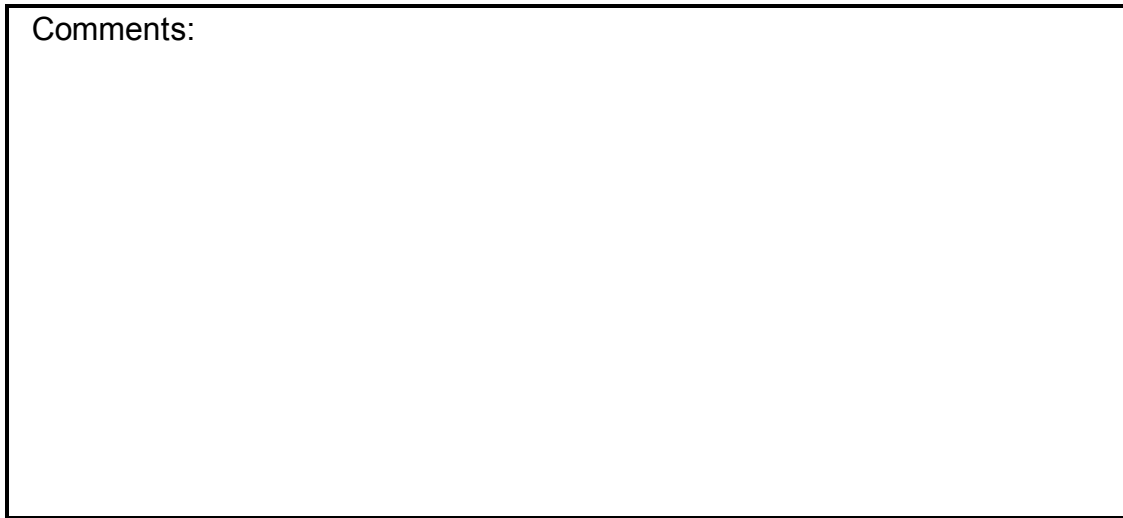
Key Stages

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

x 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:

Citizenship is not a 'subject' with a clear set of procedures and knowledge disciplines: this may be one reason why it is not well taught according to Ofsted evidence.

Citizenship describes an important *educational outcome* which is enhanced when drawing from knowledge and processes from particularly the humanities subjects.

For geography, we can say young people's 'capabilities' are enhanced through:

- the acquisition and development of 'world knowledge' (this may be equated with 'core knowledge', or extensive *enabling* knowledge.)
- the development of 'inter-relational understanding' – the basis for grasping global interdependence and built upon a range of powerful concepts and the understanding of processes
- an enhanced propensity to think about, through 'decision making' and other applied pedagogic activities, how places, societies and environments are made. The quality of such 'geographical thinking' is dependent on both and intensive and extensive knowledge base.

The humanities subjects, principally history and geography, do however need to be well taught. This is dependent on excellent subject knowledge which can be enhanced most effectively through subject communities including the Geographical Association.

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

x 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.

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 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?

Yes

x No

Not Sure

16 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:

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?

Yes

No

Not Sure

17 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:

The study of geography deepens children's knowledge of the world and understanding of the earth as the home of humankind. It is an essential component of a liberal, open education. It is essential in KS 1 following the excellent EYFS platform (knowledge of the world). It is essential in KS2 and 3 during which time children develop a conceptual understanding that enables generalisation and a deeper appreciation of relatively abstract process. We also say that geography is essential up to 16, but understand the difficulties in arguing this under the rubric of GCSE courses.

Geography at present is an optional subject in KS4, attracting c30% of the student cohort to study GCSE.

Its popularity may well increase with the introduction of the EBac. We warmly support this advance as it will encourage many schools to reverse a trend whereby it has, in a few locations, become impossible to study geography or history after the age of 14 (or 13 years, in schools where KS3 has been truncated). We believe the result is an increasing number of young people whose general education has been intolerably diminished.

A society that chooses not to educate a substantial proportion of its young people in the humane subjects, which provide access to powerful knowledge about themselves in the world, is a society running risks with the future

We think geography and history should be available in KS4 – *at least to all who wish to study these subjects*. We are willing to work with government and other partners on alternative model to make this more achievable within the traditional constraints of KS4.

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.

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:

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?

Yes

No

Not Sure

17 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:

Geographical knowledge is a component of a broad and balanced curriculum. This is true of all the compulsory years of school (see comment 17b above)

Experience shows that when the Labour Government temporarily suspended geography and history from the statutory primary curriculum in 1997 (to enable schools to focus on literacy and numeracy) – these **non statutory programmes of study were able to be ignored**. The 1997 decision led to a narrowing of the curriculum in primary schools, and a substantial decline in primary GA membership. The latter is indicative of many primary schools no longer taking geography seriously, a repeated finding of Ofsted.

This we believe is a state of affairs that needs rectifying, with a renewed

emphasis on subject leadership (not weak 'coordination') in primary schools, and even some subject specialist teaching.

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?

Yes

No

Not Sure

18 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:

The GA would simply repeat here the comment from 17b:

“We think geography and history should be available in KS4 – *at least to all who wish to study these subjects*. We are willing to work with government and other partners on alternative model to make this more achievable within the traditional constraints of KS4”.

I fuller justification of this can be found on the GA website:

www.geography.org.uk/download/GA_AUEBacSelectCommitteeEvidence.pdf

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?

Yes

No

Not Sure

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 x 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:

It is far from clear what makes ICT a 'subject'.
ICT pervades life outside school and schools of course need to adapt to that.
ICTs can be exceedingly useful as pedagogic device and used in different ways in different subjects across the curriculum.

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 x Not Sure

19 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:

It is difficult to conceive of ICT as a 'subject'

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?

Yes

x No

Not Sure

19 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)

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:

The Geographical Association strongly endorses the need for modern foreign languages to be part of the compulsory national curriculum up to the statutory school leaving age.

However we would agree with arguments that MFL may be disappplied to certain young people in KS4 – those for whom basic linguistic skills in English have yet to be developed to an adequate level. This would be a small number of pupils. For the vast majority, speaking a second language with some confidence is likely to broaden their understanding of the world and other people.

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.

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 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?

Yes

No

Not Sure

20 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:

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:

The Level Descriptions in geography are useful in the terms of their origination.

However, their use has been perverted by over-zealous accountability structures, often imposed internally by school leadership teams. Thus levels have been subdivided and used for day-to-day marking, an absurd distortion of their intent: see the 'professional hoax' referred to by David Lambert in his *Teaching Geography* article January 2011. This is based on the GA's thinking here:

www.geography.org.uk/download/GA_AULevelAssessmentsInGeography.pdf

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:

Assessing Pupils Progress (APP) – a project from the former QCDA – showed promising signs of being helpful to teachers. The approach is to adopt periodic assessment guided by accessible and practical assessment objectives and criteria ('assessment foci', rather than the broad-brush, summative, best-fit level descriptions)

It would be interesting to retrieve and re-purpose these materials perhaps through the services of the subject association. This could be linked to the exemplification materials that now exist – and the Making Geography Happen Project www.geography.org.uk/projects/makinggeographyhappen/

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:

As openly as possible, encouraging a full range of attainments, but not unduly specifying particular outcomes. One of the main lessons from the original national curriculum was that the assessment load resulting from, literally, hundreds of statements of attainment was impossible to handle – especially in primary schools. Specification in this sense is a ‘holy grail’. The alternative is to rely more heavily on teachers’ professional judgement, guided by broad criteria.

Arguably, this is what the Level Descriptions are (ie ‘broad criteria’). Teachers have been encouraged – erroneously – to convert these into more specific measuring instruments to be used on a daily/weekly basis. They are impractical as instruments to measure progress over short periods of time, or to make judgements based on limited amounts of evidence.

To improve on Level Descriptions (and ward against their misuse), it may be better to use a broad statement of outcomes for each key stage for each subject. Key stage outcomes (or expectations) would form the backdrop (goals) for more specific assessment objectives relating to assessment foci, as was being developed through APP (see box above).

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

Comments:

The national curriculum itself is a fairly blunt an instrument, which is how it should remain.

It is the teacher who needs to interpret the curriculum, and make the appropriate judgements about how to organise content and the teaching.

A national curriculum that clearly identifies the conceptual framework, essential knowledge and expectations can, however, help teachers to build a curriculum experience that is suitable for all. This is why the GA has worked with the idea of teachers as ‘curriculum makers’: blending knowledge of learners, pedagogy and the subject into exciting, meaningful and rigorous lesson sequences.

Similarly, an attainment target where progression is clearly indicated and where assessment objectives are meaningful can help to identify next steps.

We have a further observation in this context. There has been a tendency in recent years to assume that low-attaining pupils cannot deal with knowledge

acquisition – or that to make things simple we should reduce the subject content and focus on ‘learning activity’ instead. This is not desirable.

Thus, whilst we are not in favour of detailed specification of what has to be taught to whom and when (ie sequence), we are in favour of teachers dealing with knowledge. But the *curriculum* – for all students, including low attainers - must deal with more than mere ‘core knowledge’

Core knowledge (which in geography refers to locational knowledge or world knowledge) is essential to teach, but in itself does not define the curriculum.

We are in favour of (perhaps non-statutory) guidance on core knowledge and why this is enabling (*especially* for low attainers). The GA would be happy to be commissioned to write such professional support materials

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

Comments:

The national curriculum itself is a fairly blunt an instrument, which is how it should remain.

It is the teacher who needs to interpret the curriculum, and make the appropriate judgements about how to organise content and the teaching.

Core knowledge is essential for high attaining students, although these students can work more effectively and confidently with ideas, abstractions and generalisations. Thus, the curriculum must be expressed conceptually, encouraging curriculum making to allow high attaining pupils to grapple with ideas at the most challenging level – to deal with the ‘grammar’ of discipline as well as its vocabulary.

However, there may be room for examples (as in 25a above, possibly in the form of non statutory guidance) of how geographical study can be deepened and extended for some students through the use of maths and statistics, the use of extended writing requirements, complex multivariate analysis of dilemmas and problems and/or the use of advanced geographical information systems.

A well-written attainment target allows and encourages clear progression

The Geographical Association would be happy to be commissioned to provide such material.

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 national curriculum is a fairly blunt an instrument.

It is the teacher who needs to interpret the curriculum, and make the appropriate judgements about how to organise content and the teaching.

There is clearly scope to produce in one place materials to show how geography can serve a range of specific learning difficulties.

For example, geography fieldwork (LoTC) may offer sensory experiences for pupils with severe sensory impairment?

Geography, because of its commitment to real world context and the contemporary (topical) world, offer opportunities for the applied use of numeracy and literacy skills in real world contexts

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

Comments:

If we take geography as 'writing the world' and being concerned with understanding our place on earth as our home, the subject has unrealised potential to offer specific groups with a means to comprehend circumstances and contexts in which they find themselves. For example, immigrant communities or travellers.

In more general terms geography can make a significant contributions to young people understanding change in environment and society

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

Comments:

There is no need to set about starting from scratch to aid and support teachers in the ways indicated in the above. Many resources and materials exist.

However, there is a need to renew and refresh and update.

This may be done commercially, but for a small independent charity such as the GA (and other subject associations) the commercial risks associated with doing this may need careful exploration.

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, TIMMS 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:

Several countries are interesting to engage with, but it is interesting to note that, at least in the field of geography education, many of these jurisdictions are keen to learn from England. There should be a healthy exchange. There is no 'silver bullet'. Among the countries we would cite are Singapore, Finland, Hong Kong, Australia.

The USA may be a particularly interesting example of a federal state where geography has been allowed to wither in most states and in some almost perish. The subject's educational purpose has been restricted to the map on the wall or in recent years distorted by a relatively narrow skills agenda based on 'spatial thinking'.

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:

The countries mentioned positively above share a long term commitment to supporting the development of teachers, in particular it is striking that they invest in the development of teachers' knowledge, including subject knowledge. For example, the Singapore government sponsors and supports, through workshops and a summer school (held in London for 11 geography teachers), high quality teacher development: experienced teachers are challenged to develop and promote further development in their schools

In this context we are a little wary of 'evidence-led' approaches to teacher development that naturally focus on the development of easily measurable, and 'easy to implement' pedagogic skill. True teacher development relies on an investment in developing teachers' knowledge, as a foundation for developing curriculum making expertise

The GA would support the commissioning of research into how investing in teachers' subject knowledge development can bring significant 'learning gain'.

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

Comments:

Broadly speaking we understand that successful countries make distinctions between education and vocational training. Schools are there to engage in educational processes – eg to induct children into powerful knowledge and understanding that otherwise they would miss (because it does not happen through the TV, via Facebook, Tesco or even around the tea table).

Skills are of course important – not least the teacher's pedagogic skill – but these should serve educational principles, underpinned by a concern to develop the intellectual and emotional development of young people as individuals in society.

The Wolf Report has emphasised the dangers of diluting this principle. Vocational training is best done in the workplace. A broad and balanced education is the best preparation for that.

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:

Geography is one subject that is unlike mathematics (the example cited in the preamble above). Geography lends itself to a spiral curriculum rather than a linear sequence. Thus, it is very difficult to justify sequencing the learning of world knowledge: does South America come before Africa? Knowledge of one is not a prerequisite of the other.

In geography it is therefore deeply problematic *to sequence* core knowledge from the centre, even though we accept the importance of *recognising* core knowledge and its importance. E D Hirsch's attempts at a core knowledge sequence in the USA are quite explicitly in the context of the 'geography' serving the needs of historical knowledge development. This is inadequate for our needs in England, where geography education is more developed.

Geography teachers require some control on selections and sequencing, depending on local circumstances. The core knowledge requirement can follow. Teachers can make selections using ideas such as 'significance' (size, distance, uniqueness, difference, context ...). Selections are also

made in the context of understanding how geographical knowledge development progresses – in breadth and complexity, details and precision and the degree to which judgement choices and decisions are required by pupils working more, or less, independently.

Nevertheless the GA accepts there is a challenge in how to deliver from KS1-3/4 a satisfactory level of 'world geography'. We claim the subject is a world subject, so we are prepared to think in fresh ways of helping produce a more satisfactory level of world (core) knowledge. We believe this is as much a matter of 'pedagogy' as it is 'curriculum'.

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:

At a general level we say:

- To nurture curiosity: about themselves in the world, making observations
- To develop confidence: in communication (speaking and listening), and other forms of expression
- To begin to make distinctions: eg hard/soft, near/far ...

However, there is a strong case for looking again at the capacity of generalist primary teachers to satisfactorily deliver a suitably challenging and meaningful geography curriculum that exploits the true educational potential of the subject. The challenge is plain to see from the following (written by the GA's EY&Primary Committee):

It seems that, when casting back to their apprenticeship as pupils, teachers' memories focus on the particular ('I learnt about volcanoes') rather than the way of knowing the subject (for example, understanding spatial distribution and physical-human interactions through the use of sources such as maps, a video and newspaper cuttings). The relevance of this is that when teachers make decisions about what to teach (curriculum content), important distinctions between information, knowledge, understanding and wisdom are required.

It is perhaps unreasonable to ask primary teachers to be able make such distinctions across the whole range of national curriculum subjects. Subject leadership in Key stages 1 and 2 therefore may need rethinking, including the possibility of subject specialist teaching (as recommended in the Cambridge Primary Review)

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:

- To exploit the apparently inexhaustible capacity of 11-13 years olds to absorb and handle information, descriptions, comparisons, differences ...
- To respond to the growing capacity to decentre the 'self', to accept 'for the sake of argument ...' to deal with multivariate circumstances (not simple cause-effect) and to use abstractions of generalisations.
- It may be desirable to specify some specific contents in KS2 to help counter the repetition issue, or worse, the secondary school-teacher's default of assuming nothing or very little in terms of specific subject knowledge

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:

- We believe that the possibility of GCSE beginning, in some subjects, in Y9 would provide some interesting flexibilities in KS4. In this regard we refer again to the offer made to work with others on new models of GCSE that would encourage greater numbers of students to study history and geography in KS4 (see Q 17 and 18 above)
www.geography.org.uk/download/GA_AUEBacSelectCommitteeEvidence.pdf
- This would help strengthen KS3 which has been weakened in some ways by a focus on generic 'competences' and 'learning how to learn'

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

Comments:

A further transition is the one between the school subject discipline and the disciplines as they exist in Higher Education.

It is perhaps the case that in many subjects the possession of a specialist degree no longer really 'qualifies' a person to teach that specialism in the national curriculum.

Thus in initial training, and teachers' CPD, there is a case for considering how to support the continued development of *subject* knowledge (in the broader context of other forms of professional knowledge development such as pedagogy and child learning)

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:

It would be good to leave behind the notion of 'core' and foundation' subjects, and replace it with the notion of a broad and balanced national curriculum. This will be difficult to achieve when the new curriculum will be introduced in phases: but it should be attempted.

In geography (phase 2) there is no reason why it cannot be introduced simultaneously, so long as the PoS is known a year before hand and associations such as the GA are in a position to prepare support and materials

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

Comments:

The Subject Associations ought to be able to play a pivotal role in the absence of local authority structures, QCDA or any other central agency process.

In a 'market' situation school leaders should be encouraged to support individuals and staff teams in joining subject associations. This is a potential 'big society' solution, but it is not a 'given', for many associations are small and may have capacity constraints. But they do represent a valuable, independent depository of knowledge and understanding of teachers specific needs in the context of ambitious educational ideals

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:

The Geographical Association is positioning itself to be the big society national arbiter of quality in geographical education, working with partners such as the Royal Geographical Society, Field Studies Council, Ordnance Survey, ESRI (UK) and others.

- We can supply a CPD and consultancy service, face to face events and real time online CPD (providing national coverage)
- We have three professional journals covering primary, secondary and developments in the subject discipline.
- We have a large a heavily used website and the termly teachers magazine, with updates on developments and events
- We have an expanding range of professional and classroom focused publications: our Toolkits series can provide the curriculum resources fro teachers throughout the compulsory years
- We have developed the primary and the Secondary Geography Quality Marks – centrally moderated self-evaluation tools that underpin ‘quality’ in school geography

Through our Education Committee and its 10 special interest groups we are in a position to commission and produce an annual monitoring review of geography in the school system following the introduction of a new national curriculum in 2014

Other established Subject Associations will be able to make similar claims for the range of national curriculum subjects.

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?

xYes 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