

Levels of Curriculum Planning

Fig. 1

Level	Who does it?	What questions are asked?	What does it provide?
1 General level	<p>QCA, the national agency for curriculum and assessment, acting on behalf of the Government</p> <p>Consultation with the subject community takes place</p> <p>(In the 1970s curriculum projects funded by the Schools Council)</p>	<p>What contribution can/should the subject make to the education of young people?</p> <p>What are the important concepts, skills and processes in geography that underlie KS3 and are essential for students to develop understanding of, and competence in, during KS3?</p> <p>What kind of content should be selected for students to study at KS3? What factors must be borne in mind when choosing content? What experiences are essential to provide at KS3?</p> <p>What are the expectations for students' attainment by the end of the key stage?</p>	<p>The importance of geography statement (KS3 statement)</p> <p>The outline of key concepts and key processes of geography</p> <p>Criteria governing range and content and advice on what curriculum opportunities to provide</p> <p>The level descriptions</p>
2 School level	<p>The school geography department, using the stimulus of departmental discussions and subject community support (e.g. GA INSET or materials)</p>	<p>How do we translate the importance of geography statement? What is the rationale and purpose for geography in our school?</p> <p>What particular selection of content will we make in order to develop the required concepts, skills and processes? How will we sequence it? What particular approaches will feature (e.g. place study, thematic, issue-based)? What particular emphases will be made (e.g. global dimension)?</p> <p>How and when will we assess students' progress and attainments and report back to students, parents, the school?</p>	<p>School policy statement for geography (a leaflet for parents and students?)</p> <p>Key stage plans and year plans (years 7, 8, 9) identifying a sequence of topics; clarifying whether the focus is on place, thematic work, issues; highlighting the coverage of concepts and the development of skills; preparing outline schemes of work and identifying broad enquiry foci; giving guidance on scale and progression</p> <p>A departmental assessment strategy and agreed policy on monitoring and reviewing the course and approaches used</p>
3 Classroom level	<p>The individual geography teacher in discussion with colleagues</p>	<p>What particular sequences of activity and experiences do I provide for each element of the geography course?</p> <p>What teaching/learning approaches and resources shall I use in each lesson? How will I obtain/prepare resources?</p> <p>How and when shall I check students' progress and my own teaching to help students improve and to report back to parents and the school?</p>	<p>Detailed schemes of work</p> <p>Detailed lesson plans and decisions about resources</p> <p>Plan for implementing the departmental assessment strategy in my classroom and a commitment to review my lessons/courses</p>