

Discussion starters

The Scottish HMIE interim report (2007) on curriculum design in primary schools, as reported above, pointed out that schools have increasingly focused on breadth, balance, continuity and progression when designing their overall integrated curriculum. What teachers still find difficult to do is design work with coherence, challenge, enjoyment and relevance and very few display curricular depth or individualisation and choice.

Why do you think this is so? Have you seen any examples of this happening in schools? Consider the factors that constrain teachers from programming in these ways.

TABLE 11.2: PROGRAMMING DEFICITS

Programming deficits	What makes this hard to achieve
No cohesion	
Little challenge	
Little enjoyment	
Little relevance	
No depth	
Individualised choice	

Why don't you?

Take two approaches to integrating curriculum and consider how these might be used to provide a SOSE focus. Remember all learning must link back to meaningful active citizenship. How do the different focuses affect the way the learning proceeds? For example, how should we use our leisure?