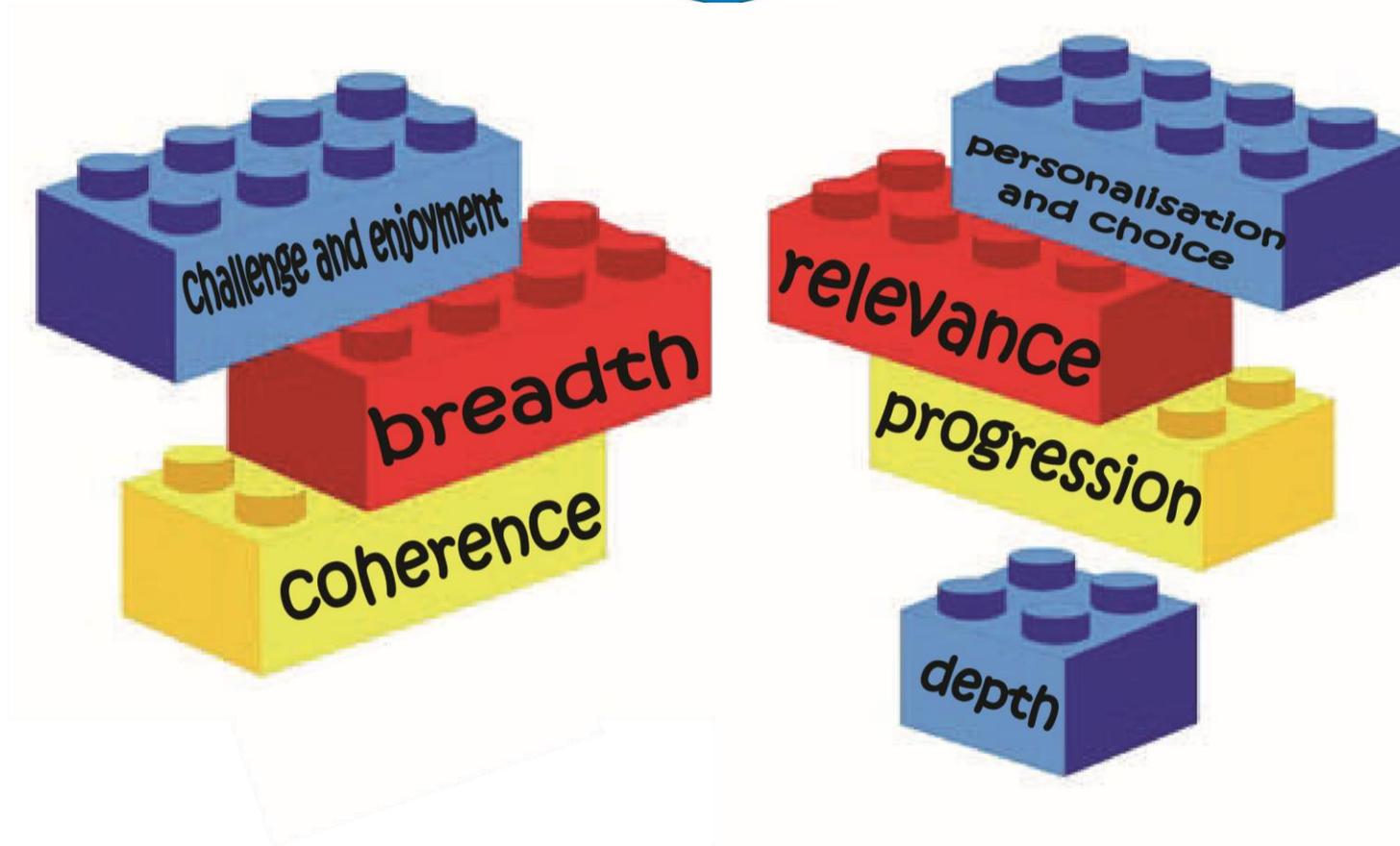


# CURRICULUM DESIGN 7 KEY PRINCIPLES



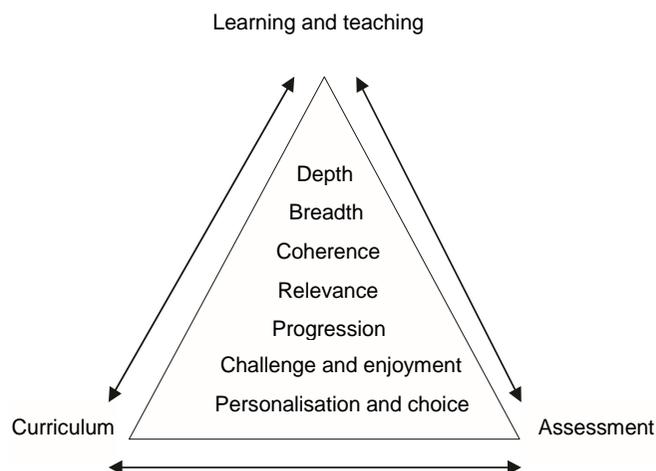
Learning at Westerton Primary School is planned taking into account the seven broad principles of curriculum design set out in the Curriculum for Excellence planning framework.

These principles are:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Coherence
- Relevance
- Personalisation and choice.

The principles should take all children into account. The principles help teachers and schools in their practice and as a basis for reviewing, evaluating and improving the learning and teaching. Although all should apply at any one stage, the principles will have different emphases as a child or young person learns and develops.

## What do the principles mean for our children?



### Challenge and enjoyment

Children should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At every stage, children should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable children to sustain their efforts.

### Breadth

All children should have the opportunities for a broad range of experiences. Their learning should be planned and organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life.

### Progression

Children should experience continuous progression in their learning from 3 to 18 years. Each stage should build upon earlier knowledge and achievements. Children should be able to progress at a rate which meets their individual needs and aptitudes.

### Depth

There should be opportunities for children to develop their full capacity for different types of thinking and learning, exploring and achieving more advanced levels of understanding.

### Coherence

Children's learning activities should combine to form a coherent experience. There should be clear links between different aspects of learning. Such links should be discussed with children in order to bring different strands of learning together.

### Relevance

Children should understand the purpose of their learning and related activities. They should see the value of what they are learning and its relevance to their lives.

### Personalisation and choice

The learning planned for children should respond to their individual needs and support particular aptitudes and talents. It should provide opportunities for exercising responsible personal choice. Once children have achieved suitable levels of attainment across a wide range of areas of learning, the choice should become as open as possible.

