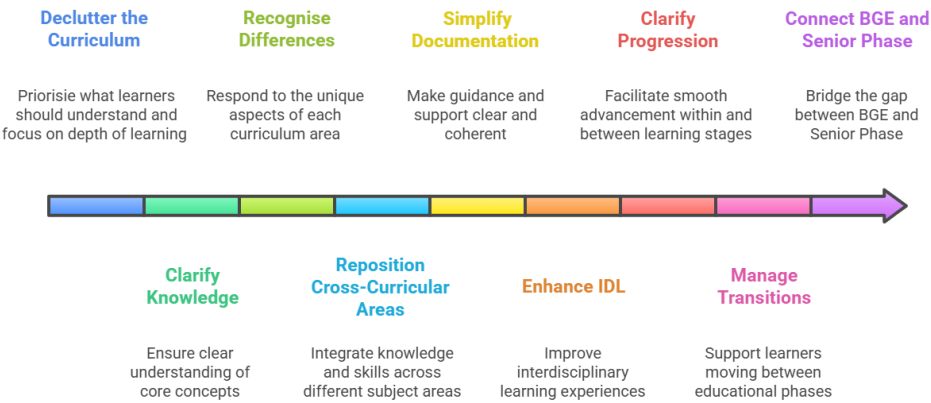


Curriculum Improvement Cycle

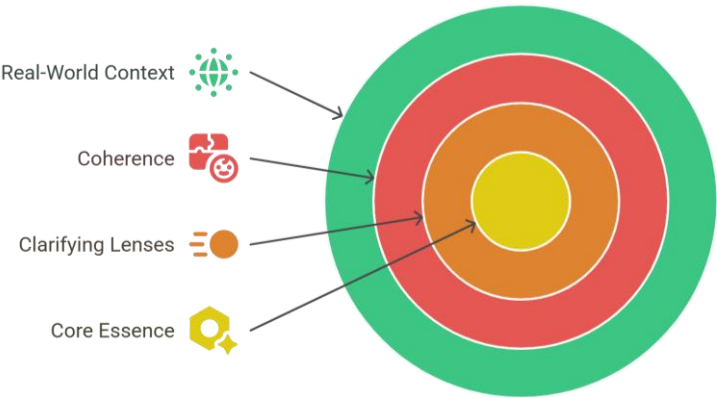
What are aiming to achieve?



Big Ideas Approach

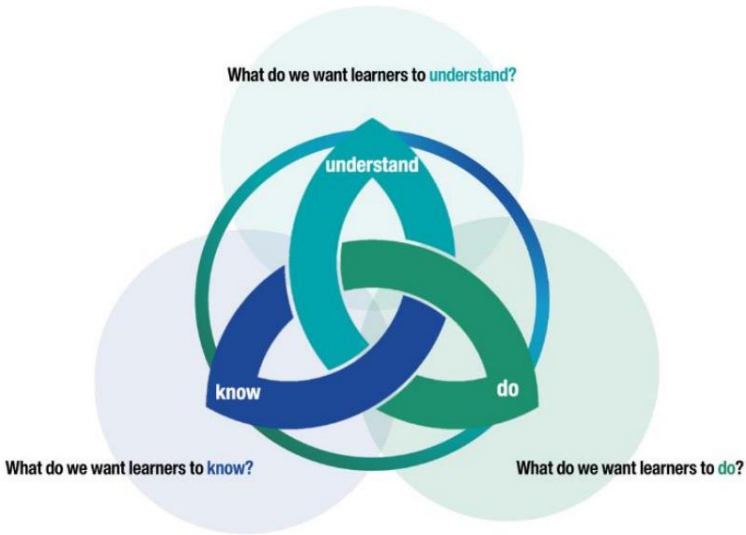
Big Ideas can outline the essence of a curriculum area or disciplinary area. As such, they provide the larger intellectual frame (or schema) for learning within a discipline.

Big Ideas can determine the **nature** and **scope** of learning in a **subject** or **discipline** and provide the parameters for prioritising **knowledge** and **skills**.



- Taken together, they express the core, essence or central concerns of the disciplinary area
- They act as lenses which, when used to ‘view’ content, help to clarify it
- They provide coherence and make sense of what might otherwise be confusing information or disconnected facts, highlighting the big picture and interconnections between learning
- They are transferable to real-world contexts and help relate disciplinary learning to wider relevance

A Know | Do | Understand Model



What do we want learners to **Understand**?
➤ Identify Big Ideas and key conceptual understanding

What we want learners to **Know** and **Do**?
➤ Identify what we want learners to Know and be able to Do at key points in their learning

What does **progress** in the **Know** and the **Do** look like?
➤ What we would expect learners to Know and what we would expect learners to be able to Do at key points in their learning and indications of how this will develop conceptual understanding across the different curriculum areas.

Scribble Pad

Find Out More

The Curriculum Improvement Cycle blog can be found at:

<https://blogs.glowscotland.org.uk/glowblogs/cices/>

- Latest News
- Papers
- Terminology
- Further Reading



Scotland's Curriculum Framework
Curriculum Improvement Cycle
Education Scotland

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Welcome

A process is now in place for reviewing and evolving Scotland's Curriculum. This is called the **Curriculum Improvement Cycle**.

We are still at an early stage of the planning process and recognise that reviewing and

Search

Technologies Collaboration Group Meeting 1

AM Sessions: Feedback Boards

MORNING SESSIONS: SUBJECT SPECIFIC

BUS ED



CDEG



CS



Morning Session: Activity A

- 1. Where are we now?
- 2. How is your subject area contributing to the 4 capacities?
- 3. Why is your subject area unique / important?

Morning Session: Activity B

- 1. What should be the ambitions for your subject be moving forward?
- 2. Looking ahead to 2030, what knowledge, skills and attributes will learners require to realise the ambitions of your subject area in education?
- 3. What are the challenges and opportunities for learners in acquiring the knowledge, skills and attributes you have identified?

PM Sessions: Feedback Boards

AFTERNOON SESSION: MIXED GROUPS

GROUP



PLENARY



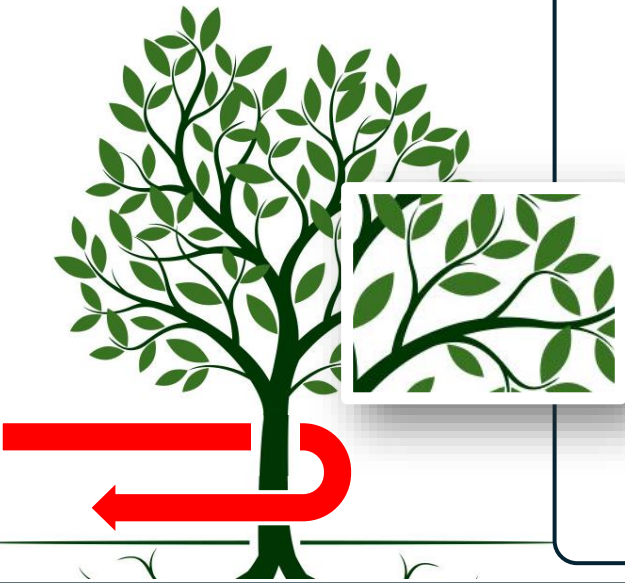
Afternoon Session: Activity C

THE TRUNK

- 1. What are the common “whys”: **the big ideas across the technologies?**

THE BRANCHES

- 2. What would these **big ideas** look like in your **subject area**?



THE ROOTS: What does this mean for Early Years