

What subjects should we teach and how do they link together? How do they compare with the State sector and other Independent schools? What is their broader purpose?

1. The International Baccalaureate (IB) Middle Years Programme (MYP) has 8 subject groups, loosely falling into two categories which we have been calling MESH and SLAD.
 1. MESH is Maths, English, Sciences and Humanities [aka Individuals and Societies]. SLAD is Sports [aka Physical & Health Education], Languages, Art and Design.
 2. In addition the MYP requires completion of (1) An interdisciplinary unit every year, (2a) a community project and (2b) a personal project.

2. The Independent School Standards (ISS) require the curriculum to include: linguistic, mathematical, scientific, technological, human & social, physical, and aesthetic & creative education (ie 7 subjects).
 1. Putting these in the same order as the MYP gives us: MESH and SAD. So, rather surprisingly, the 'National Curriculum' drops Languages (other than English).
 2. The ISS requirements add in:
 1. Personal, social, health & economic (PSHE) education and
 2. Spiritual, moral, social and cultural development (SMSC) [largely Citizenship].

3. In the English National Curriculum the Key Stages are as follows:
 1. Key Stage 1: ages 5 to 7 years 1 & 2
 2. Key Stage 2: ages 7 to 11 years 3 to 6
 3. Key Stage 3: ages 11 to 14 years 7 to 9
 4. Key Stage 4: ages 14 to 16 years 10 & 11.

In Key Stage 3 the compulsory subjects are: Maths, English, science, history, geography (ie MESH), physical education, modern foreign languages, art and design, design and technology (ie SLAD), music, citizenship, computing (ie 12 subjects).

In Key Stage 4 the compulsory subjects are divided into Core (Maths, English, Science), Foundation (Physical education, Citizenship, Computing) PLUS at least one subject from each of these areas: Arts, Design & Technology, Humanities, Modern Foreign Languages (ie 10 subjects)

The new **English Baccalaureate**¹ means getting at least a Grade C in: Maths, English [Lang & Lit], Science [Combined as minimum], History/ Geography (ie MESH again) and a Language (ie 7 subjects).

4. Historically educational curricula were divided into:
 1. The Liberal Arts: this meant originally the Trivium (Grammar, Logic and Rhetoric) followed by the Quadrivium (Arithmetic, Geometry, Music and Astronomy) (ie verbal skills and numerical skills or humanities and sciences) (7 subjects).
 2. The Fine Arts: ie Painting, Sculpture, Music, Poetry and Performing Arts (5 subjects).
 3. The Mechanical Arts: tailoring/ weaving; agriculture; architecture/ building; martial arts; trade; cooking; metalworking (7 subjects)

5. However the Liberal Arts were only one part of the classical education model, the *enkuklios paidea* (or “all-round education”, ie 'encyclopedia') which covered Intellectual, Moral and Physical training.
 1. Sometimes these three elements get reduced down to two: *kalos kagathos* (beautiful and good), *mens sana in corpore sano* (healthy mind in healthy body).
 2. But it was the three element model which was pursued by the “Father of Modern Education”, Johann Pestalozzi (d. 1827) when he introduced the idea of 'learning by head, hand and heart'. This notion is now reappearing as the three domains of learning – cognitive, affective and psychomotor.
 3. One interesting version of this three domain model was used by Satish Kumar, the driving force behind

¹ <https://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc>

Human Scale Education (HSE), in his Small School (1982).

1. *We designed the Small School curriculum to have three parts. One third would be academic and intellectual. One third would focus on imaginative themes such as art, culture, music, and painting. And the last third would be more practical and ecological, including physical training, environmental education, and manual work such as cleaning, gardening and cooking.*
6. IVE was initially conceived as a three campus educational enterprise where each campus focusses on, or is specialised for, one of the three domains of learning. Thus we have Wotton House for the Intellectual, The Wilderness for the Imaginative and The Malthouse Makespace for the Practical. How does this support the curriculum in practice? In particular how do the MYP subjects map on to this structure? Of course we are not suggesting that subjects should be taught in only one way – instead each subject is best taught through all three of head, hand and heart.

Domain:	Head	Hand	Heart
Characteristic:	Cognitive	Psychomotor	Affective
Virtue:	Intellectual	Physical	Moral
Nature:	Academic	Practical	Imaginative
Subject 1:	Maths	Design	Arts
Subject 2:	Individuals & Societies (Humanities)	Internationalism (Foreign Languages)	Literature (English Lang & Lit)
Subject 3:	Sciences	Enterprise (Project)	Physical Health Education (Sports)
Additional:	Critical Thinking (Learning skills)	Careers (Life skills, PSHE)	Service (or SMSC) (Community, Citizenship)
Acronym:	MISC	DICE	ALPS
Main Hub	Wotton House, Gloucester	The Malthouse Makespace, Stroud	The Wilderness, Forest of Dean