



## Approaches

### Curriculum – making

[Curriculum-making](#) is what teachers do when they select content and approaches to teaching, in creative ways that suit their pupil's needs. Teachers draw on their professional expertise to make decisions that shape learning in their school. The following questions are useful for the process of curriculum making:

- What content shall I select and why?
- What is the context for this learning?
- Why am I teaching this?
- How will pupils benefit?
- What approaches or pedagogy will I use?
- What [resources](#) will I need?
- How will I know that planning is pitched at the right level?

### Planning

Where to start? GLP-W [Planning overview template](#) and [Planning medium term template](#) help with the process of selection and decision making.

### Enquiry approach

Enquiry is an approach that encourages pupils to actively participate and collaborate in their learning. An enquiry cycle starts with questions, seeks to answer those questions and to analyse and reflect on what has been found out in critical ways. It evaluates what has been learnt and can inform a course of action. Enquiry approaches are not static but generate new ideas and new questions, building a growing spiral of understanding; find out more about using the [Enquiry Framework here](#).