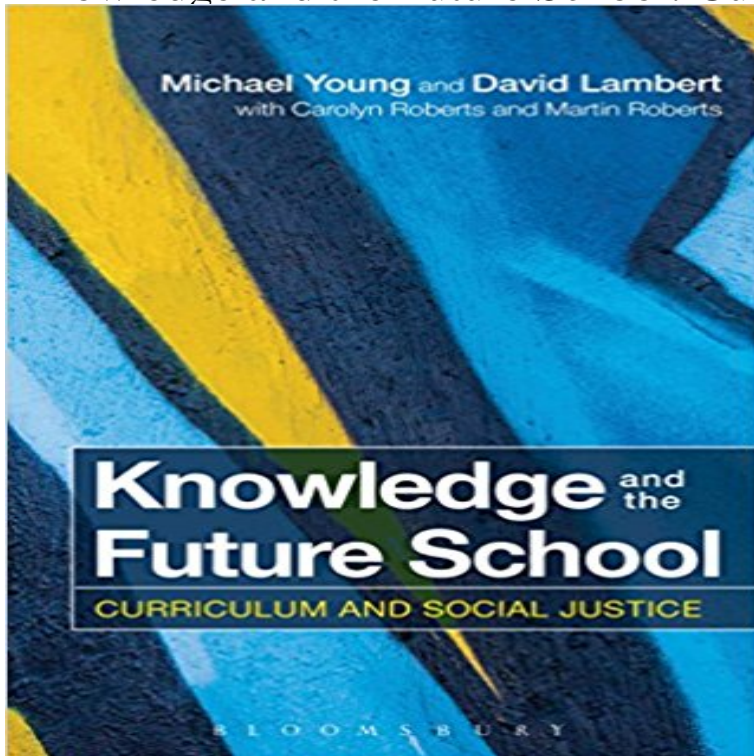


Knowledge and the Future School: Curriculum and Social Justice



Written at a time of uncertainty about the implications of the English governments curriculum policies, *Knowledge and the Future School* engages with the debate between the government and large sections of the educational community. It provides a forward-looking framework for head teachers, their staff and those involved in training teachers to use when developing the curriculum of individual schools in the context of a national curriculum. While explaining recent ideas in the sociology of educational knowledge, the authors draw on Michael Youngs earlier research with Johan Muller to distinguish three models of the curriculum in terms of their assumptions about knowledge, referred to in this book as Future 1, Future 2 and Future 3. They link Future 3 to the idea of powerful knowledge for all pupils as a curriculum principle for any school, arguing that the question of knowledge is intimately linked to the issue of social justice and that access to powerful knowledge is a necessary component of the education of all pupils. *Knowledge and the Future School* offers a new way of thinking about the problems that head teachers, their staff and curriculum designers face. In charting a course for schools that goes beyond current debates, it also provides a perspective that policy makers should not avoid.

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