This diagram attempts to represent teachers' work in terms of 'curriculum enactment' or **curriculum making**.

The curriculum, we argue, is (must be) knowledge led. Secondary school geography teachers work within the context of the powerful disciplinary knowledge of their subject.

But, this is not a matter of ‘delivering’ a selection of knowledge. Rather, the teacher aims to create a curriculum of engagement. Thus, powerful pedagogies are essential if anything other than a relatively small proportion of children are to gain real access to powerful disciplinary knowledge. Good teachers take account of pupil's experiential and 'everyday' geographical knowledge and build upon this.

Consequently, **ALL** teachers are, almost by definition, curriculum makers: however curriculum making can be done well, and it can be done less well. The capabilities approach we argue offers a framework for effective curriculum making - because it helps bridge between the powerful disciplinary knowledge that underpins the curriculum with wider, deeper educational aims.

The project aims to research and provide ways to develop teachers’ curriculum making capacities.