

The Development of British Curriculum Studies: Implications of Its Historical and Cultural Approaches

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Abstract

This paper focused on the development of curriculum studies in Britain, aims to trace its source to the institutional development; to explore its fields from the academic development; and to give an analytical path for the future. This study adopts historical approach to review 64 curriculum books published in the UK. The presented literature was contextualised according to different fields by chronology. In conclusion, the official institutions in the Britain have fostered the academic development of curriculum studies, and that the field can be categorized into three parts: curriculum technology; curriculum politics, and curriculum theories. It can be said that British curriculum development was embedded with its history and culture as the most important medium. The implication for Taiwan is that we need both historical and cultural approaches to conduct our own curriculum studies.

Keywords: British curriculum studies, historical approach, cultural approach.