

MODULE SPECIFICATION PROFORMA

Module Title: Curriculum (7-14 years)	Level: 6	Credit Value: 20
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Module code: EDC615	Cost Centre: GAEC	JACS3 code: X300
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Trimester(s) in which to be offered: 1/2	With effect from: September, 2015
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Office use only: To be completed by AQSU:	Date approved: September 2015 Date revised: - Version no: 1
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Existing/New: New	Title of module being replaced (if any):
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Originating School: Social and Life Sciences	Module Leader: Judith Morris
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Module duration (total hours) 200	Status: core/option/elective (identify programme where appropriate): Core – BA (Hons) Education and Childhood Studies Core – BA (Hons) Education (ALN/SEN) Core – BA (Hons) Education (CS+P)
Scheduled learning & teaching hours 40	
Independent study hours 135	
Placement hours 20	

Programme(s) in which to be offered: BA (Hons) Education and Childhood Studies BA (Hons) Education (ALN/SEN) BA (Hons) Education (CS+P)	Pre-requisites per programme (between levels): None
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Module Aims: To develop understanding of the planning, delivery and assessment of the National Curriculum for 7-14-year olds.
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Intended Learning Outcomes

At the end of this module, using academic writing conventions, including Harvard referencing, students will be able to:

1. Critically discuss key pedagogical concepts, policy documents and theory that underpin the curriculum for 7-14-year olds.
2. Critically evaluate and demonstrate knowledge of the key aspects of the core and foundation subjects for 7-14-year olds.
3. Develop capability in planning, delivery and resourcing core and foundation subjects for 7-14-year old learners.
4. Critically reflect upon own views and experiences of the curriculum for 7-14-year olds.in practice.

Assessment:

A reflective portfolio which will include the planning, delivery and resourcing for a learning and teaching session at Key Stage 2 or 3. The portfolio will include justification for the pedagogical approach taken; links between theory and practice; an evaluation of the session and reflection on personal and professional development.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Word count (or equivalent if appropriate)
1	All	Portfolio	100%	c4,000

Learning and Teaching Strategies:

Sessions will comprise of the presentation of information, case studies, practical activities, review of DVD material and peer group discussion where they will be encouraged to draw from their professional experience on placement particularly. Students will be expected to make full use of the University's library and VLE to enhance their study.

Syllabus Outline:

- Statutory requirements for the planning, delivery and assessment of the National Curriculum at Key Stages 2 and 3;
- The importance of a broad, balanced and inclusive curriculum;
- The interpretation and evaluation of policy and guidance documents relating to the core and foundation subject areas in order to make links between theory and practice;
- Pedagogical philosophy and approaches to learning and teaching within Key Stages 2 and 3, including thematic, cross-curricular approaches, active learning and learning through experience, investigation and enquiry;
- Transition through curricula stages.

Bibliography

Essential Reading

Briggs, M. Woodfield, A., Martin, C. and Swatton, P. (2008), *Assessment for Learning and Teaching*. Second Edition. Exeter: Learning Matters.

Buckler, S. and Castle, P. (2014), *Psychology for Teachers*. London: Sage.

Cockburn, A. and Handscomb, G. (2012), *Teaching Children 3-11: A Student's Guide*. Third Edition. London: Sage.

Ellis, V. (2013), *Learning and Teaching in Secondary Schools*. Fifth Edition. Exeter: Learning Matters.

Learning Wales (2014), Revised Areas of Learning and Programmes of Study: Phase 1 - Literacy and Numeracy.

<http://learning.wales.gov.uk/resources/browse-all/revised-areas-of-learning-and-programmes-of-study/?lang=en>

Welsh Government (2008), *National Curriculum – Key Stages 2, 3 and 4*. Cardiff: Welsh Government.

Welsh Government (2014), *Curriculum for Wales: Revised Areas of Learning and Programmes of Study. Language, Literacy and Communication Skills; Mathematical Development; English; Welsh (first language); Mathematics*.

<http://learning.gov.wales/docs/learningwales/publications/141016-revised-areas-of-learning-and-programmes-of-study.pdf>

Other indicative reading:

Bartlett, S. and Burton, D. (2012), *Introduction to Education Studies*. London: Sage.

Cooper, H. (ed.) (2011), *Professional Studies in Primary Education*. London: Sage.

Cremin T. and Arthur, J. (eds) (2014), *Learning to Teach in the Primary School*. Third Edition. Oxon: Routledge.

Department for Children, Education, Lifelong Learning and Skills (2008), *Making the Most of Learning: Implementing the Revised Curriculum*. Cardiff: Welsh Assembly Government.

Department for Children, Education, Lifelong Learning and Skills (2008), *Skills Framework for 3 to 19-year-olds in Wales*. Cardiff: Welsh Assembly Government.

Donaldson, G. (2015), *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*.
<https://hwbplus.wales.gov.uk/schools/6714052/Documents/Donaldson%20Report.pdf>

Gilbert, I. (2010), *Why Do I Need a Teacher When I've Got Google?* London: Routledge.

Gilbert, I. (2010), *Essential Motivation in the Classroom*. Second Edition. London: Routledge.

Gov.UK (2013), *National Curriculum in England: Primary Curriculum*.

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

Gov.UK (2013), *National Curriculum in England: Secondary Curriculum*.

<https://www.gov.uk/government/publications/national-curriculum-in-england-secondary-curriculum>

Grigg, R. (2009), *Becoming an Outstanding Primary School Teacher*. London: Longman.

Hansen, A. (2012), *Primary Professional Studies*. Second Edition. London: Sage.

Hayes, D. (2009), *Learning and Teaching in Primary Schools*. Exeter: Learning Matters.

Pollard, A. (2008), *Reflective Teaching: Evidence-informed Professional Practice*. Third Edition. London: Continuum.

Qualifications and Curriculum Development Agency (2010), *The National Curriculum Primary Handbook*. Coventry: QCDA.

Sellers, M. (2013), *Reflective Practice for Teachers*. London: Sage.

Walkup, V. (ed.) (2011), *Exploring Education Studies*. London: Routledge.

Websites:

www.bbc.co.uk/education

www.estyn.gov.uk

www.nationalstrategies.standards.dcsf.gov.uk

www.ofsted.gov.uk/reports

www.nrich.maths.org/primary

www.tda.gov.uk

www.wales.gov.uk/topics/educationandskills