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Refer to guidance notes for completion of each section of the specification.

Module Code:	EDN603
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Module Title:	Curriculum Matters 2
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Level:	6	Credit Value:	20
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Cost Centre(s):	GAEC	JACS3 code:	X300
		HECoS code:	100459

Faculty	SLS	Module Leader:	Judith Ellwood
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Scheduled learning and teaching hours	24 hrs
Placement tutor support	0hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total contact hours	24 hrs
Placement / work based learning	0 hrs
Guided independent study	176 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA (Hons) Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
N/A

Office use only	
Initial approval: 03/04/2020	Version no: 1
With effect from: 01/09/2020	
Date and details of revision:	Version no:

Module Aims

To enable students to develop:

- knowledge and understanding of curricula requirements for 7 to 14-year olds;
- knowledge and understanding of current best pedagogical practice for 7 to 14-year-olds;
- skills to plan, prepare, resource and evaluate learning activities for 7 to 14-year-olds.

Module Learning Outcomes - at the end of this module, students will be able to

1	Critically discuss key policy, theory and pedagogical concepts that underpin the curriculum for 7 to 14-year-olds.
2	Demonstrate knowledge of and capability in planning for the key aspects of curricula requirements for 7 to 14-year-olds.
3	Apply curricula requirements, theory and pedagogical concepts to plan, prepare and resource a learning and teaching activity for 7 to 14-year-old learners.
4	Critically reflect on their knowledge of curricula requirements, theory and pedagogical concepts which underpin learning and teaching for 7 to 14-year-olds and evaluate their capability in applying these to practice.

Employability Skills The Wrexham Glyndŵr Graduate	I = included in module content A = included in module assessment N/A = not applicable
CORE ATTRIBUTES	
Engaged	I and A
Creative	N/A
Enterprising	A
Ethical	A
KEY ATTITUDES	
Commitment	I and A
Curiosity	I and A
Resilient	I and A
Confidence	I and A
Adaptability	A
PRACTICAL SKILLSETS	
Digital fluency	N/A
Organisation	I and A
Leadership and team working	N/A
Critical thinking	A
Emotional intelligence	N/A
Communication	I and A

Derogations

N/A

Assessment:

Indicative Assessment Tasks:

A portfolio (equivalent of up to 4000 words) which includes:

- a short presentation of a cross-curricular plan for learning and teaching for 7 to 14-year-old learners (LO2) and a session plan for a learning and teaching activity derived from it, together with a resource(s) which enables and supports the learning (LO3);
- a rationale for the two planning elements above (LO1);
- a critical reflective evaluation (LO4).

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3, 4	Portfolio	100%

Learning and Teaching Strategies:

A variety of learning and teaching strategies will be used including lectures, workshops, observations, seminars, paired and group discussion, directed study tasks, flipped learning and tutorials. Further, students will be expected to:

- engage fully in independent activity and collaborative group work;
- make full use of the University's library and VLE (Moodle) to enhance their study.

Syllabus outline:

- Curriculum policy and statutory requirements for learners aged 7 to 14 years;
- The importance of a broad, balanced and inclusive curriculum for all learners;
- Current pedagogical philosophy and best practice;
- Theoretical influences on the curriculum and learning;
- Cross-curricular, thematic planning for learning;
- Factors which impact on learning;
- The role of the practitioner;
- Skills for planning, preparing, resourcing and assessing learning and teaching activities for learners aged 7 to 14 years;
- Reflective practice.

Indicative Bibliography:

Essential reading

Clarke, S. (2005), *Formative Assessment in Action. Weaving the Elements Together*. London: Hodder Murray.

Cremin, T. and Burnett, C. (eds) (2018), *Learning to Teach in the Primary School*. 4th ed. Abingdon: Routledge.

Pritchard, A. (2018), *Ways of Learning*. 4th ed. Abingdon: Routledge.

Welsh Government (2018), *Statutory Assessment Arrangements for the Foundation Phase and End of Key Stages 2 and 3*.

<https://s3-eu-west-1.amazonaws.com/hwb-live-storage/6e/e6/58/64/a0a241b6959c97748b94a250/statutory-assessment-arrangements.pdf>

Welsh Government (2020), *Curriculum for Wales*.

<https://hwb.gov.wales/curriculum-for-wales/>

Welsh Government (undated), *Current School Curriculum*.

<https://gov.wales/current-school-curriculum-guide>

Other indicative reading

Buckler, S. and Castle, P. (2018), *Psychology for Teachers*. 2nd ed. London: Sage.

Department for Education (2013), *The National Curriculum in England: Framework for Key Stages 1 and 2*.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf

Department for Education (2014), *The National Curriculum in England Key Stages 3 and 4 Framework Document*.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381754/SECONDARY_national_curriculum.pdf

Department for Education and Skills (2015), *Reflective Practice*.

https://dera.ioe.ac.uk/23376/2/150611-reflective-practice-booklet-en_Redacted.pdf

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>

Hansen, A. (ed.) (2018), *Primary Professional Studies*. 4th ed. London: Sage.

Indicative Bibliography:

Hattie, J. (2012), *Visible Learning for Teachers. Maximizing Impact on Learning*. Abingdon: Routledge.

Pollard, A. (2019), *Reflective Teaching in Schools*. 5th ed. London: Bloomsbury Academic.

Sellars, M. (2017), *Reflective Practice for Teachers*. 2nd ed. London: Sage.

Sewell, K. (2018), *Planning the Primary National Curriculum*. 2nd ed. London: Learning Matters.