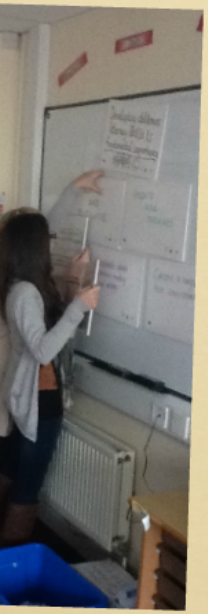
In three years...



Teaching

ons



☒ **Make good use of the University facilities and resources.**

LRC, work spaces etc

☒ **Attend and participate in sessions.**

Illness - Ellen Marks 01267 676724, 95% attendance, listening lights

☒ **Act responsibly.**

Trainee teachers = professional
Facebook/twitter (mindful)

☒ **Meet assignment deadlines.**

☒ **Engage fully in all sessions.**

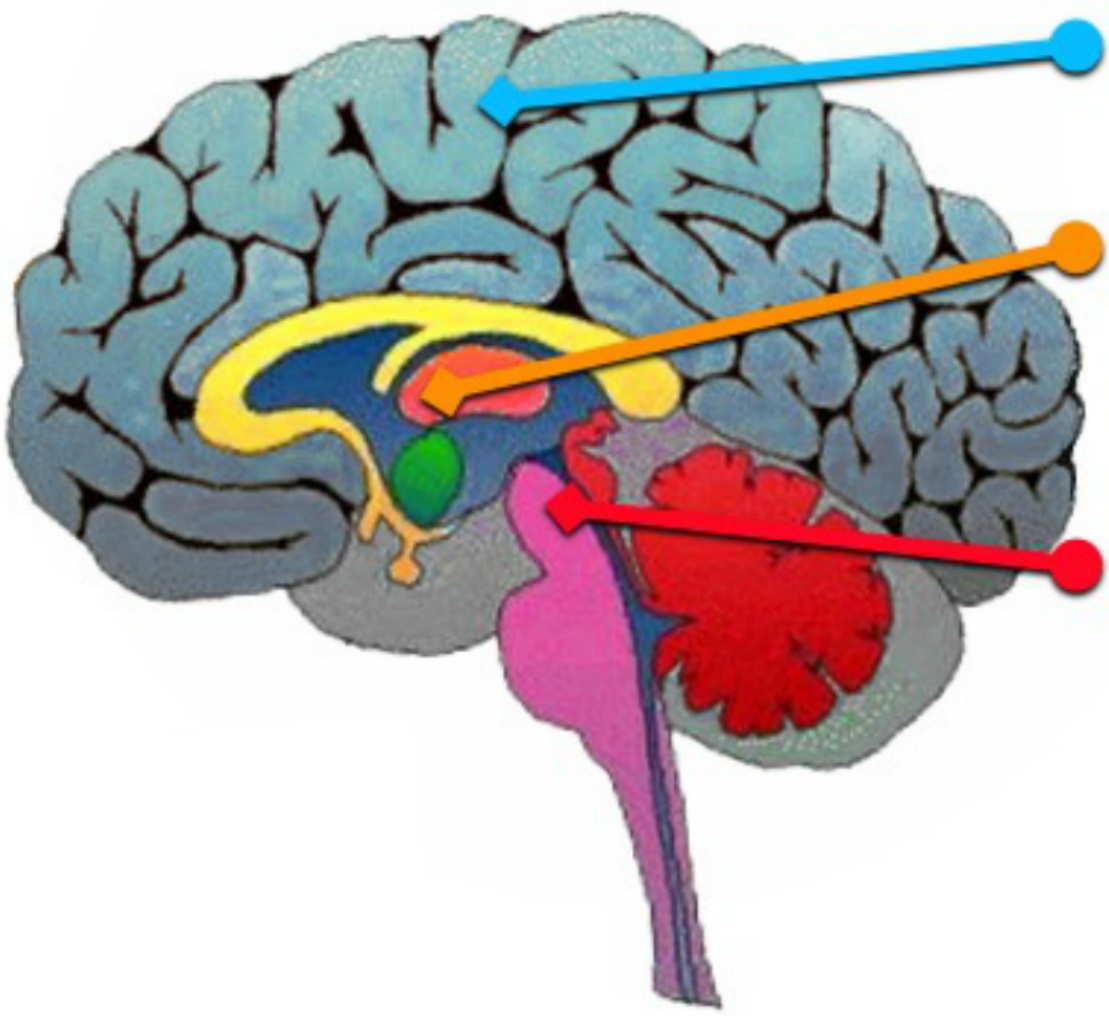
CASE-STUDY

Aim

- To develop your knowledge and understanding of curriculum requirements and teaching responsibilities in the primary school.

In a nutshell...what you should be teaching... and possible ways to teach it!





Neocortex:
Rational or Thinking Brain

Limbic Brain:
Emotional or Feeling Brain

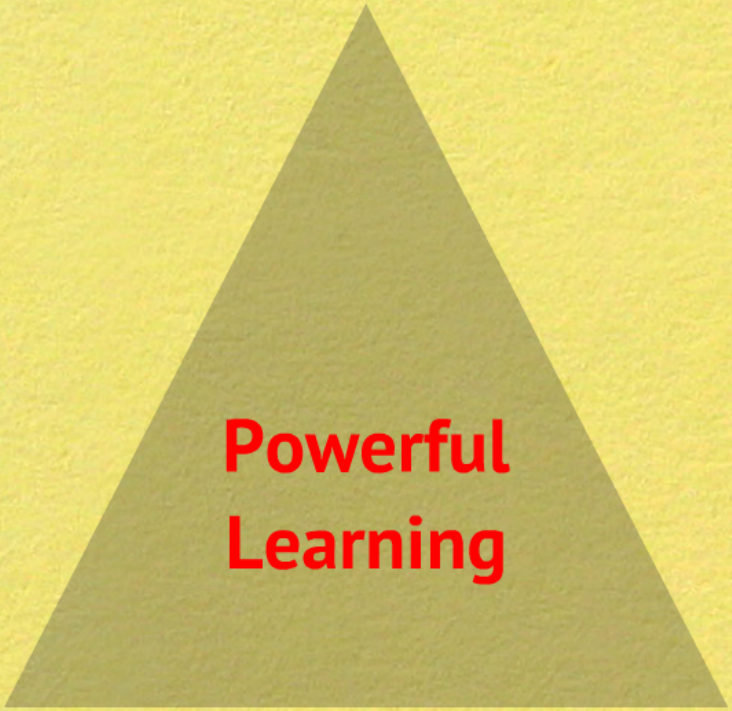
Reptilian Brain:
Instinctual or Dinosaur Brain

Brain is wired for survival

WIIFM = "What's in it for me?"

The Instructional Core

Curriculum



Teaching and learning strategies

Student engagement

Friday, 30 October 2009

Confronting the Elephant in the Classroom strategies for addressing the instructional core

David Hopkins

Learning Outcomes

By the end of this module you should be able to:

- ☒ demonstrate a secure knowledge and understanding of the scope, character and purpose of the primary curriculum in Wales;
- ☒ identify effective approaches to the delivery of Foundation Phase areas of learning and Key Stage 2 non-core subjects including planning, preparation and evaluation of resources to support learning and teaching;
- ☒ demonstrate a sound awareness of the arguments for and against integrated, cross-curricular approaches;
- ☒ organise your knowledge and learning through the use of a range of information sources and present your work appropriately.

Session outlines

The module has been designed to give you insight and experience of both the Foundation Phase and Key Stage 2 curriculum matters.

The teaching of Non-core subjects will be introduced;

- History

Wales play

You will be given an introduction to the Foundation Phase and the seven areas of learning in Wales play based approach to early education.

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The teaching of Non-core subjects will be introduced;

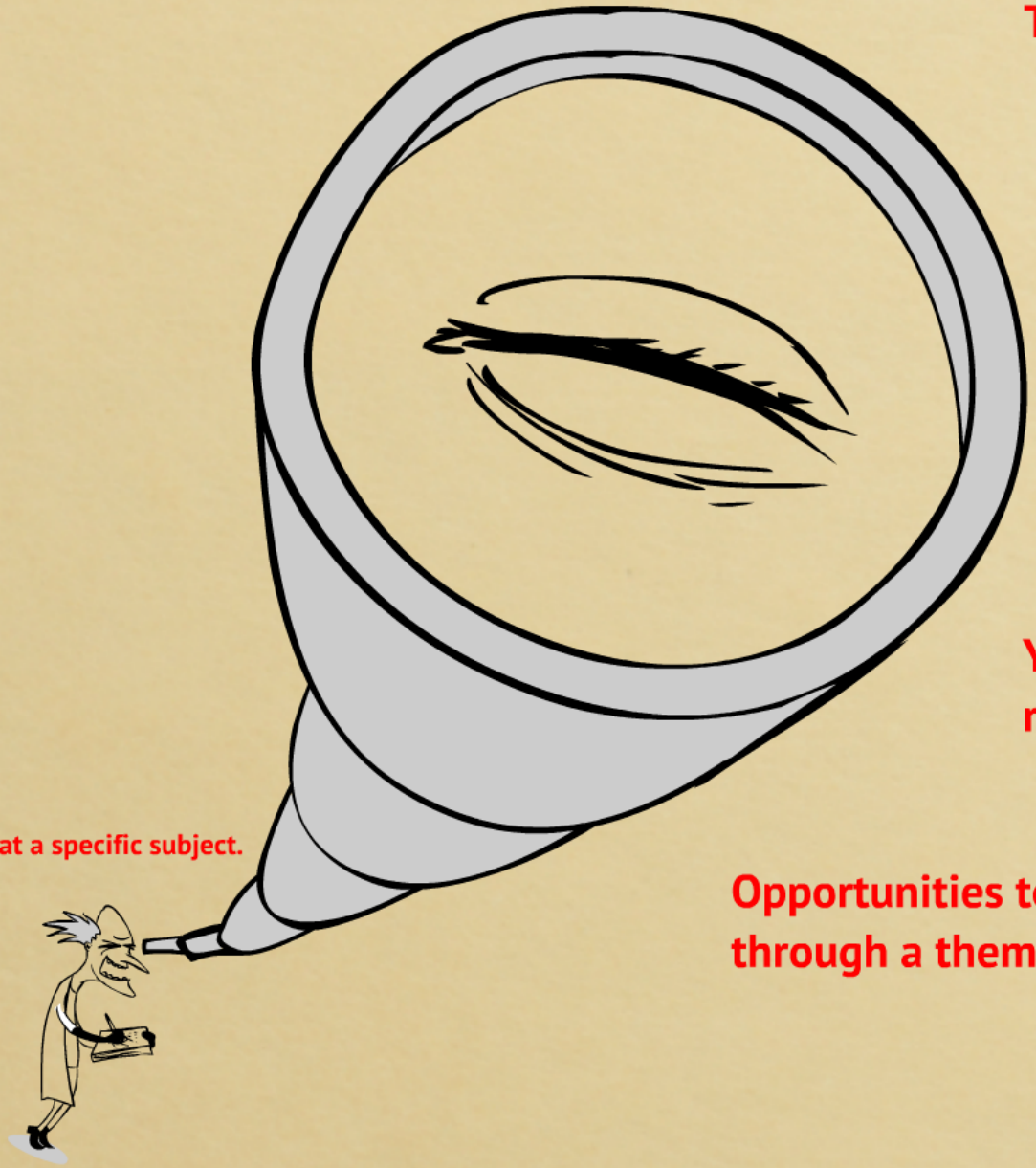
- History
- Geography
- Art
- Physical Education
- Design Technology
- ICT
- Music

Also Religious Education.

Let's take a look at a specific subject.



Also Religious Education.



at a specific subject.

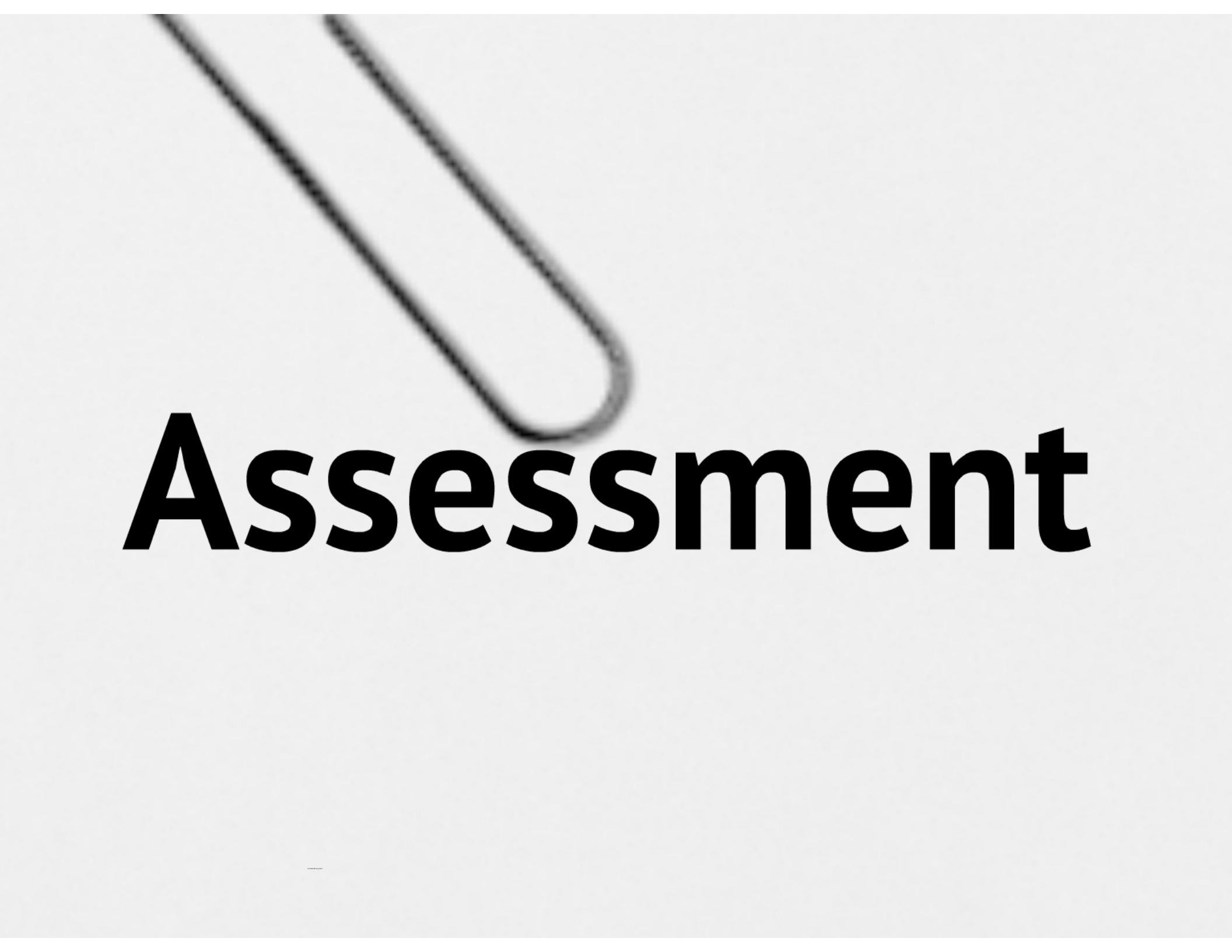
There are two sessions timetabled for History.

You will be taught the specific History curriculum responsibilities you have at keystage 2 and the direct links betwen History and the seven areas of learning in the Foundation phase.

You will discuss good pedagogy in History and review literature and resources.

Opportunities to investigate teaching History through a thematic approach as opposed to...?

This leads us nicely to...


Assessment

Your assessment for this module is in two parts.

PART A COURSE WORK: 50%

ASSESSMENT TITLE

Prepare and present a resource suitable for a year group of your choice within the Foundation Phase.

(1500 words - Equivalent)

General Guidance:

Your resource should be in the form of a bag or a box, and this could contain additional items. (e.g. a game/ dice faces/ picture cards/ story etc.)

You will present your work orally within an audio/visual presentation of up to 10

(1500 words - Equivalent)

General Guidance:

Your resource should be in the form of a bag or a box, and this could contain additional items. (e.g. a game/ dice faces/ picture cards/ story etc.)

You will present your work orally within an audio/visual presentation of up to 10 minutes in length that you will record for submission. During this presentation, you should explain:

- **the intended age of pupils;**
- **the purpose of the resource;**
- **the area(s) of the Foundation Phase curriculum within which the resource might be used;**
- **the activities that you intend pupils to undertake using the resource;**
- **how the LNF is being promoted through your resource;**
- **how any wider skills (e.g. YCC, ICT, Thinking Skills) are being promoted through your resource(s).**

The grade awarded will be for the originality and understanding shown of how young children learn in addition to your ability and enthusiasm to present the resource.

- the activities that you intend pupils to undertake using the resource;
- how the LNF is being promoted through your resource;
- how any wider skills (e.g. YCC, ICT, Thinking Skills) are being promoted through your resource(s).

The grade awarded will be for the originality and understanding shown of how young children learn in addition to your ability and enthusiasm to present the resource.

You may record your audio/visual presentation using an iPad, mobile phone, Flipcamera, or on any other suitable device.

SUBMISSION DETAILS:

Video submission – 12/12/17

PART B **SEEN** EXAM: 50% (1hr 30 mins)

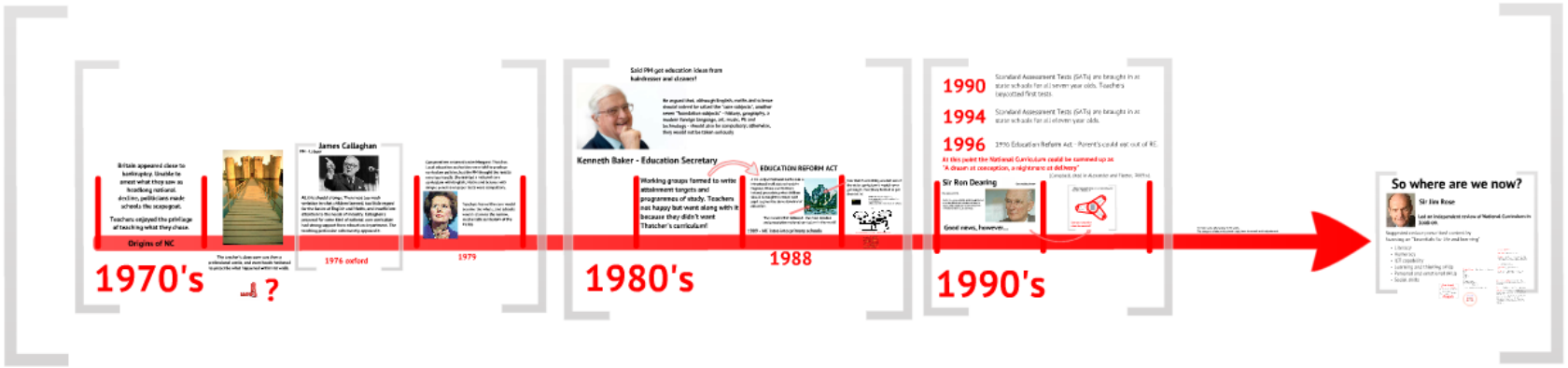
KS2 focus/ thematic approach/ teaching of non core subjects - Question given three weeks before.

(1500 words - Equivalent)

Exam – (Week 21) 15-19/1/18

Things we are l

A Brief History of the National Curriculum.



1970's

Britain appeared close to bankruptcy. Unable to arrest what they saw as headlong national decline, politicians made schools the scapegoat.

Teachers enjoyed the privilege of teaching what they chose.



The teacher's classroom was then a professional castle, and even heads hesitated to prescribe what happened within its walls.



?

James Callaghan

PM - Labour



All this should change. There was too much variation in what children learned, too little regard for the basics of English and Maths, and insufficient attention to the needs of industry. Callaghan's proposal for some kind of national core curriculum had strong support from education department. The teaching profession vehemently opposed it.

1976 oxford

Conservatives returned under Margaret Thatcher. Local education authorities were told to produce curriculum policies, but the PM thought the results were too woolly. She wanted a national core curriculum with English, Maths and Science with simple pencil-and-paper tests were compulsory.



Teachers feared the core would become the whole, and schools would return to the narrow, mechanistic curriculum of the 1930s.

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Origins of NC

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Said PM got education ideas from hairdresser and cleaner!



He argued that, although English, maths and science should indeed be called the "core subjects", another seven "foundation subjects" - history, geography, a modern foreign language, art, music, PE and technology - should also be compulsory; otherwise, they would not be taken seriously

Kenneth Baker - Education Secretary

EDUCATION REFORM ACT

Working groups formed to write attainment targets and programmes of study. Teachers not happy but went along with it because they didn't want Thatcher's curriculum!

A 10 -subject National Curriculum is introduced in all state schools in England, Wales and Northern Ireland, prescribing what children should be taught to ensure each pupil is given the same standard of education.



The monster that followed - the most detailed and prescriptive national curriculum in the world!

1989 - NC intro into primary schools

Fear that if something was left out of the wider curriculum it would never get taught. Everybody battled to get their bit in!



Remember the working parties? Each had vested interest in getting their subject matter in. (More time in NC = more status for subject)



The National Curriculum had to satisfy both.



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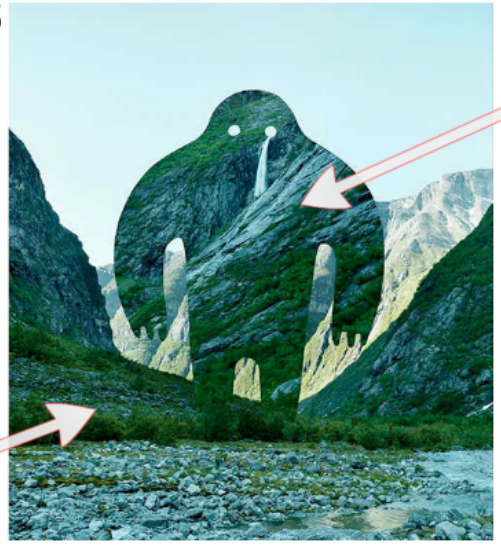
EDUCATION REFORM ACT

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Big Issue!
SALE
£2

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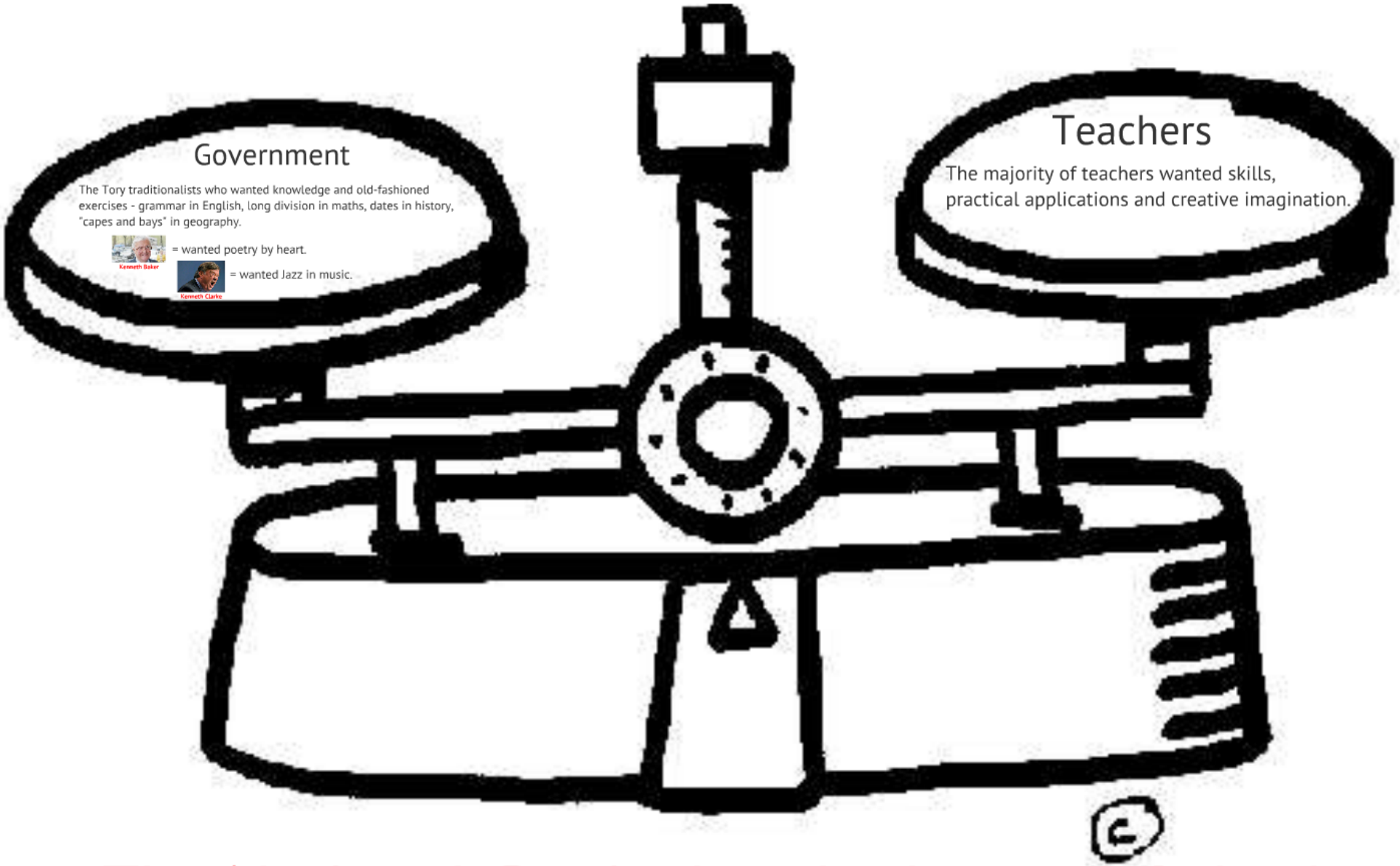
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Government

The Tory traditionalists who wanted knowledge and old-fashioned exercises - grammar in English, long division in maths, dates in history, "capes and bays" in geography.



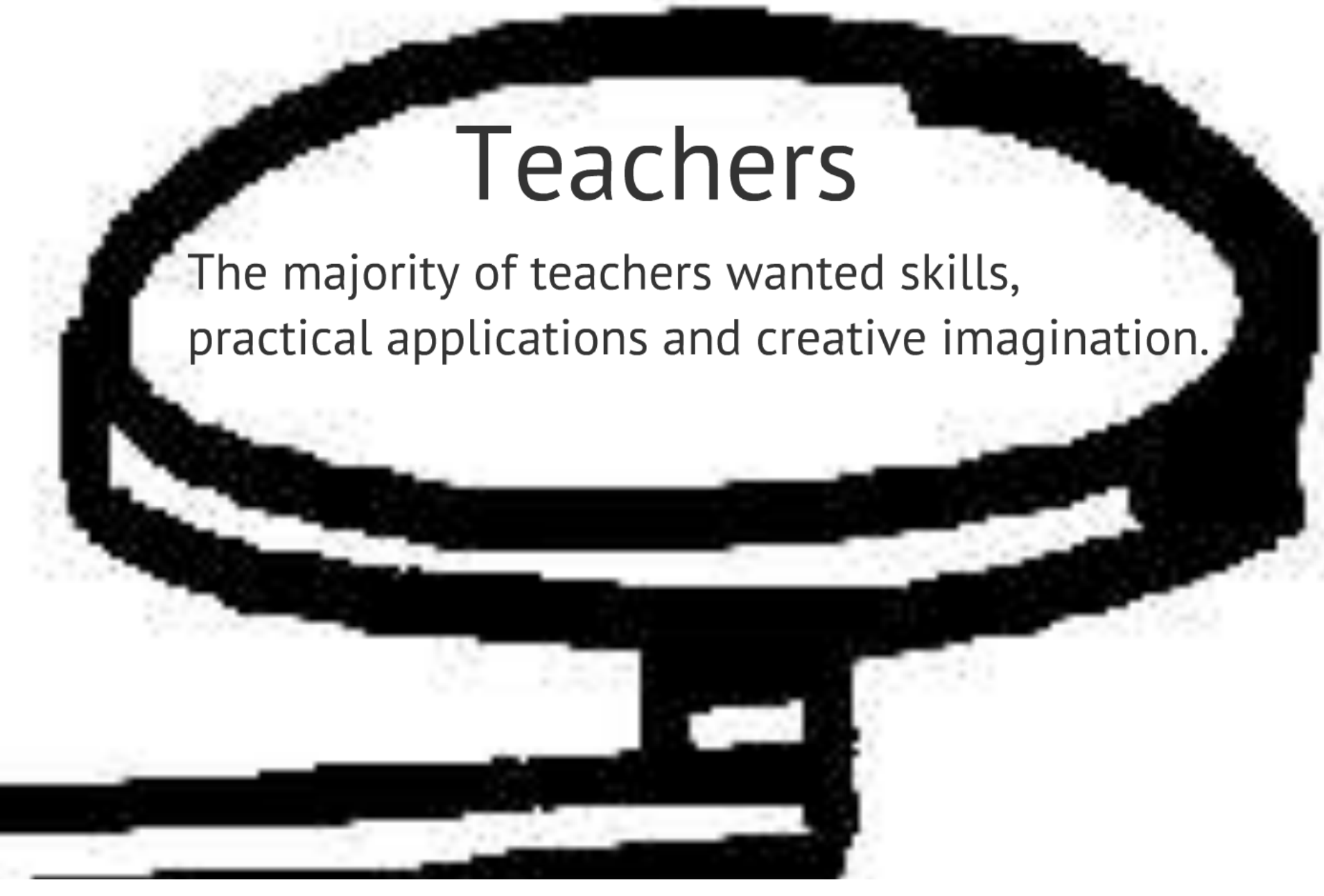
Kenneth Baker

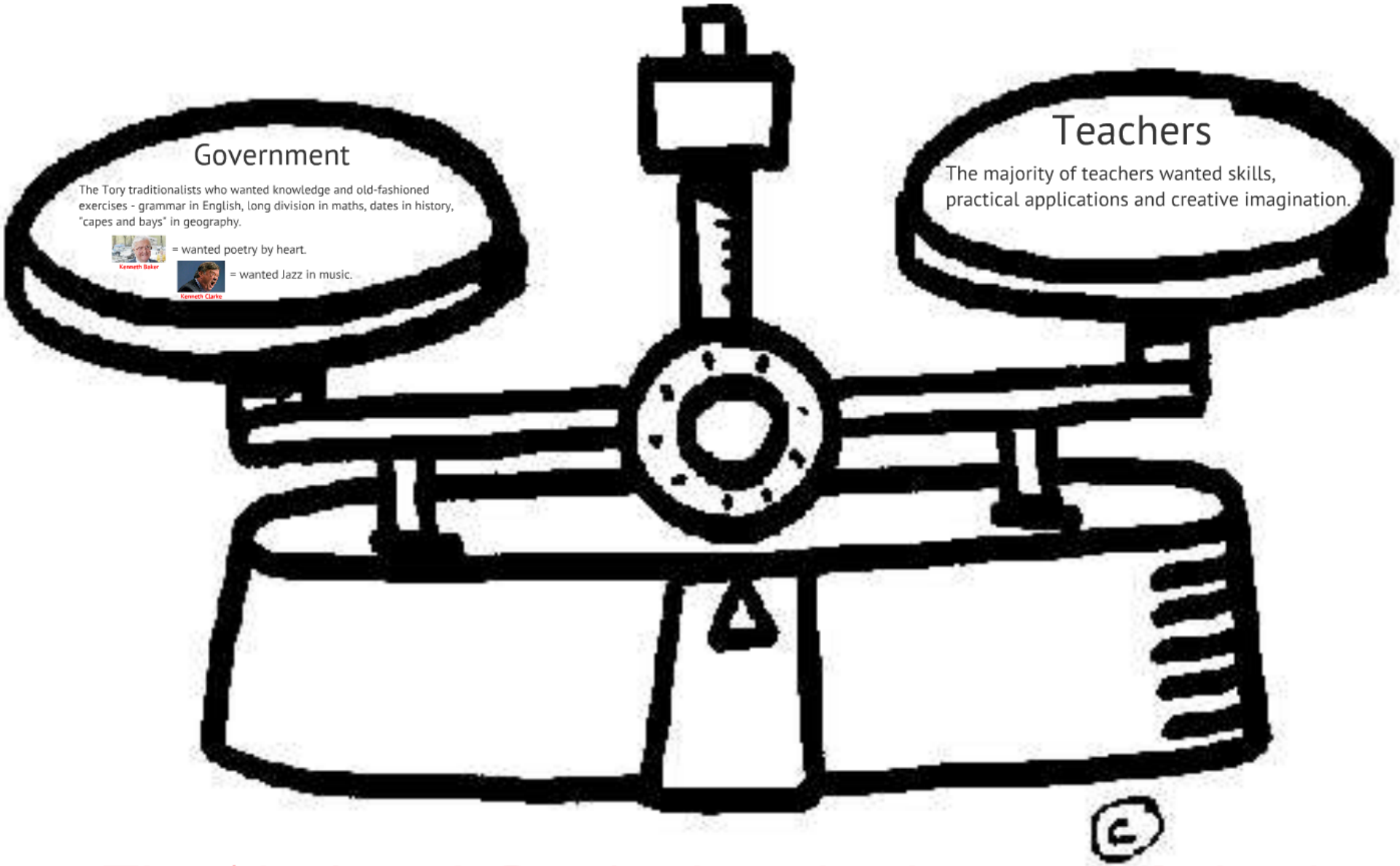
= wanted poetry by heart.



Kenneth Clarke

= wanted Jazz in music.


Teachers
The majority of teachers wanted skills,
practical applications and creative imagination.

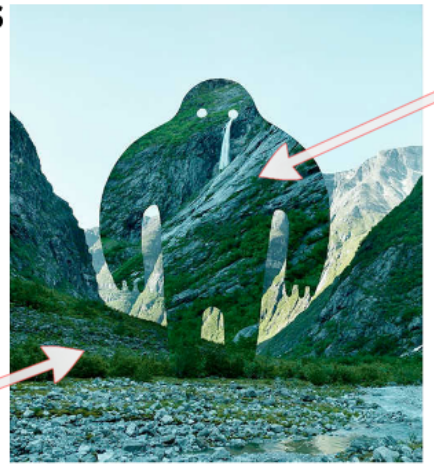


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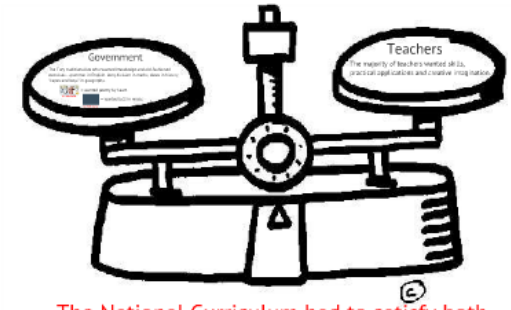
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1988

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1990 Standard Assessment Tests (SATs) are brought in at state schools for all seven year olds. Teachers boycotted first tests.

1994 Standard Assessment Tests (SATs) are brought in at state schools for all eleven year olds.

1996 1996 Education Reform Act - Parent's could opt out of RE.

At this point the National Curriculum could be summed up as "A dream at conception, a nightmare at delivery"

(Campbell, cited in Alexander and Flutter, 2009:6).

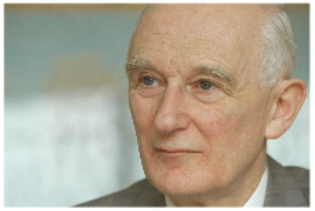
Sir Ron Dearing



Gov troubleshooter

Ron did a review.

On his recommendation, study programmes were simplified and schools told that, in theory, they could use 20 per cent of the timetable at their own discretion.



Good news, however...

3 things happened to bring the curriculum closer to what this lady wanted!



Can you remember what she wanted?

1990's

"A dream at conception, a nightmare

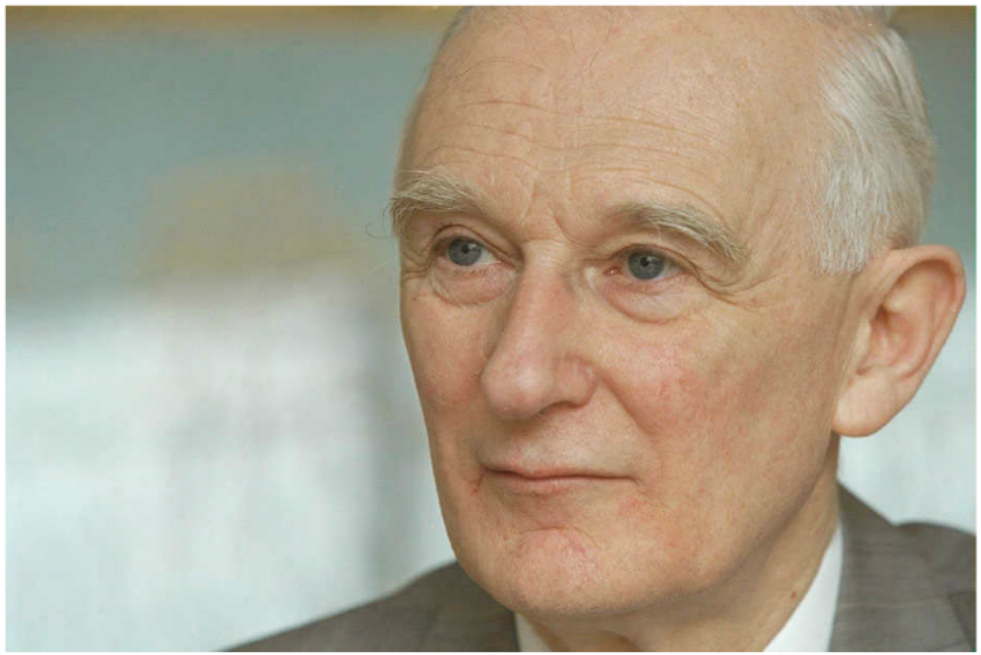
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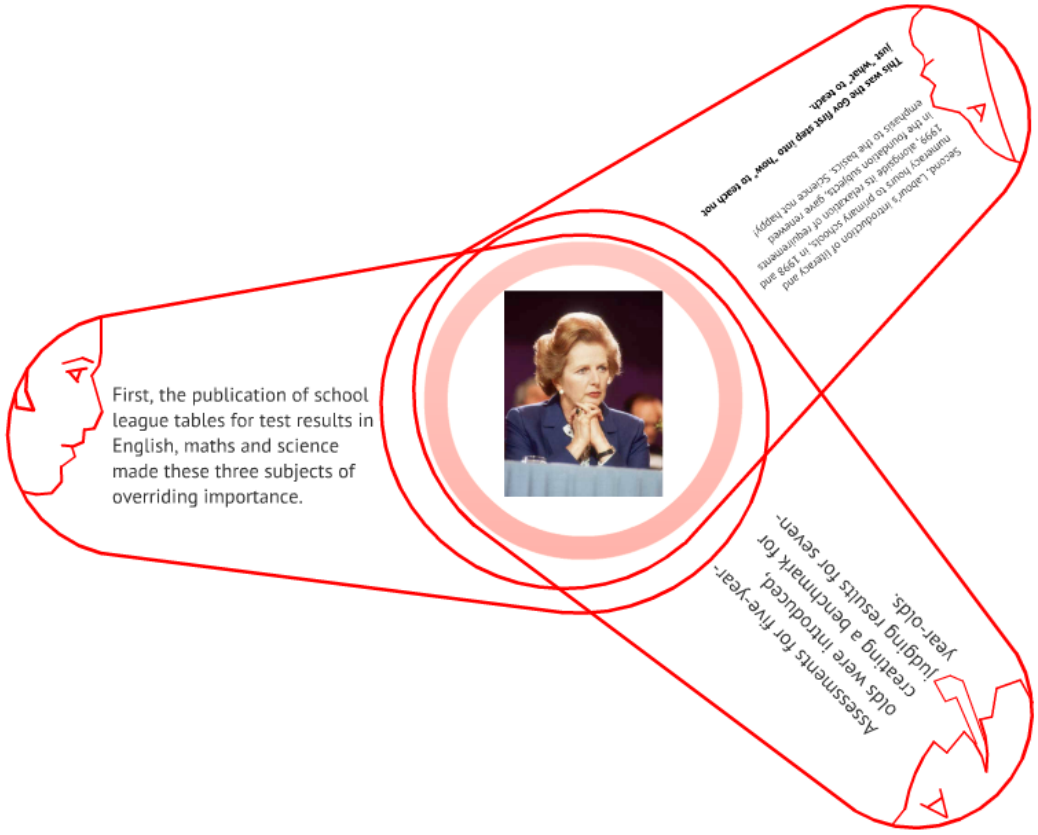
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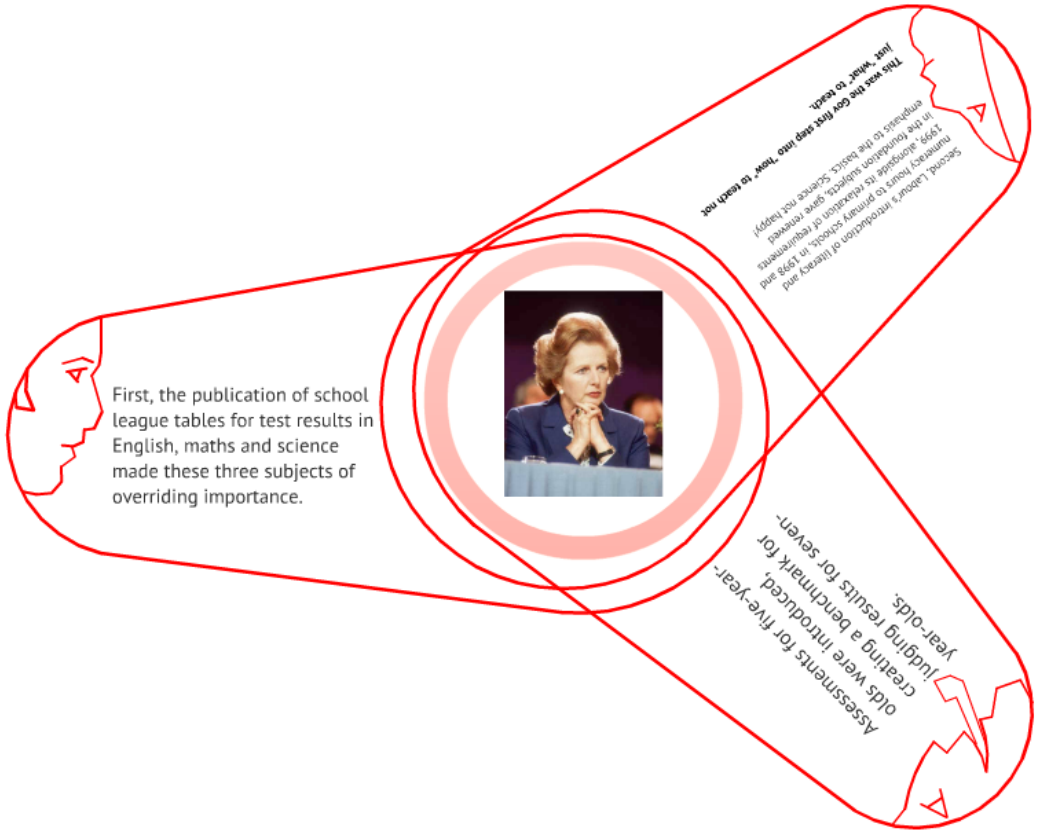
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Can you remember what she wanted?



3 things happened to bring the curriculum closer to what this lady wanted!



Can you remember what she wanted?

First, the publication of school league tables for test results in English, maths and science made these three subjects of overriding importance.

Assessments for five-year-olds were introduced, creating a benchmark for judging results for seven-year-olds.

duction of literacy and
mary schools, in 1998 and
axation of requirements
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Science not happy!

into "how" to teach not

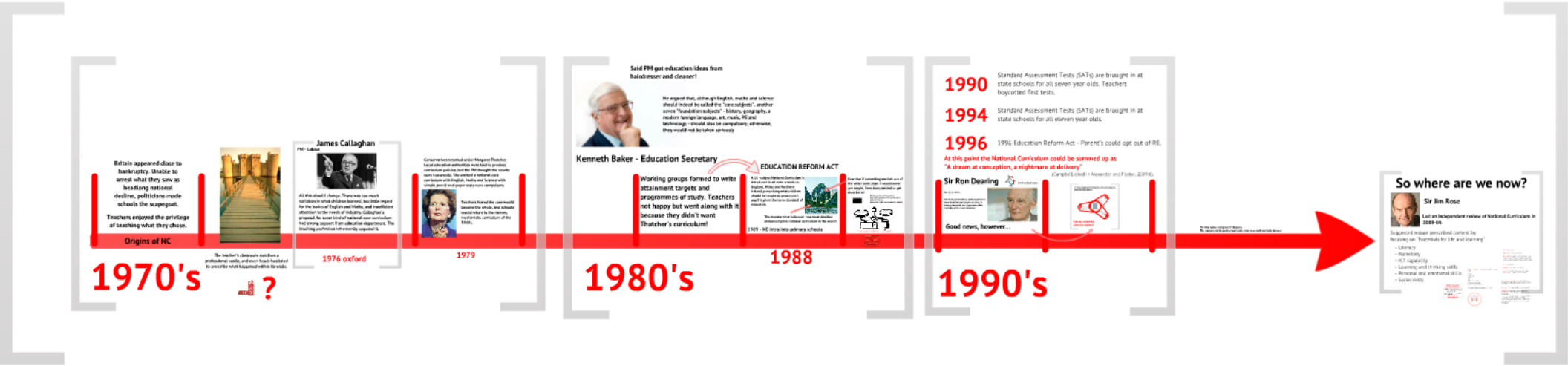
blication of school
ables for test results in
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ortance.

Second, Labour's introduction of literacy and numeracy hours to primary schools, in 1998 and 1999, alongside its relaxation of requirements in the foundation subjects, gave renewed emphasis to the basics. Science not happy!

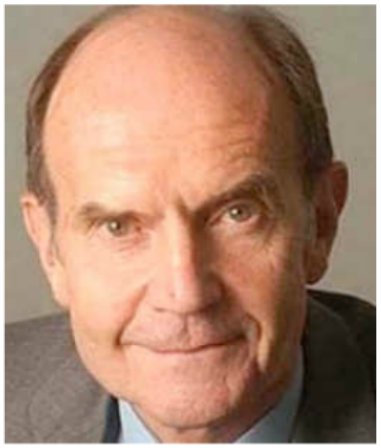
This was the Gov first step into "how" to teach not just "what" to teach.

We have come a long way in 40 years.
The ramparts of the professional castle have been well and truly stormed.

History of the National Curriculum.



So where are we now?



Sir Jim Rose

Led an independent review of National Curriculum in 2008-09.

Suggested reduce prescribed content by focusing on "Essentials for life and learning"

- Literacy
- Numeracy
- ICT capability
- Learning and thinking skills
- Personal and emotional skills
- Social skills

Over to you!

What is our current curriculum?

Subjects? How is it divided by age?

Areas of learning?

Key skills?

Broader Curriculum = Foundation subjects (non-core) (KS2)
ICT
History
Geography
Music
Art
Physical Education
Design and Technology
Welsh as Second Language

The 'basic' curriculum consists of RE + PSE

Curriculum in Wales

Framework = National Curriculum

Rationale = To establish a curriculum for the 21st century that meets the needs of individual learners whilst taking account of the broader needs of Wales.

Ages = Y3 -Y6 :KS2 (7-11)

Early Years = Foundation Phase (3-7)

Content = Core subjects: English, Mathematics, Science, Welsh (in Welsh medium schools)

Cross-curricular aspects = Curriculum Cymreig, Education for Sustainable Development and Global Citizenship.

Key skills = Thinking, Number, ICT, Communication.

Assessment = Early years, teacher observation, baseline assessment + statutory teacher assessment

Over to you!

What is our current curriculum?

Subjects?

How is it divided by age?

Areas of learning?

Key skills?

Wider curriculum?

Where are we going?

Donaldson