
VIDEO ARCHIVE
Our expectations
Curriculum Matters
JANUARY 2012
FEBRUARY 2012
Aim
Learning Outcomes
Contact details
See the trend?
Module handbook
Summary
Assessment
Run through the module handbook
Research on the Solution room for 4 key slides

PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

Curriculum Matters

Introduction to ECAD4011



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales

Yr Athrofa
Institute of Education

Congratulations





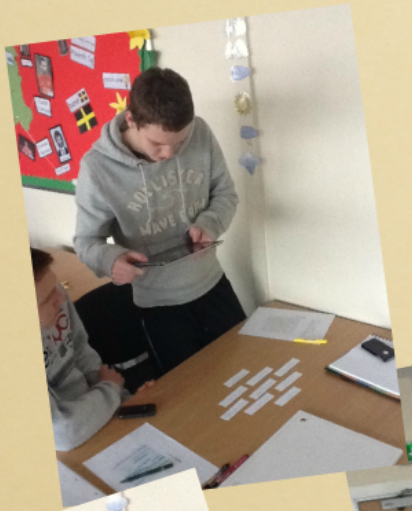


In three years...

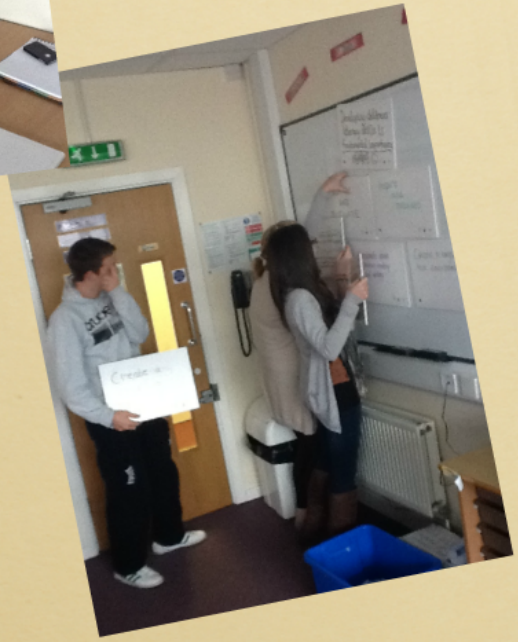


Teaching

Our expectations







☒ Make good
facilities and resourc

LRC, work spaces etc

☒ Attend and partic

Illness - 01267 6767

☒ Act responsibly

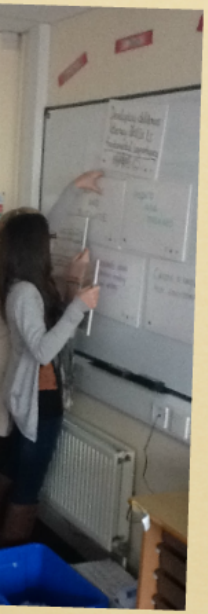
Trainee teachers =
Facebook/twitter

☒ Meet assignm

☒ Engage fully

o we have?

ons



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

LRC, work spaces etc

☒ **Attend and participate in sessions.**

Illness - 01267 676724, 95% attendance,

☒ **Act responsibly.**

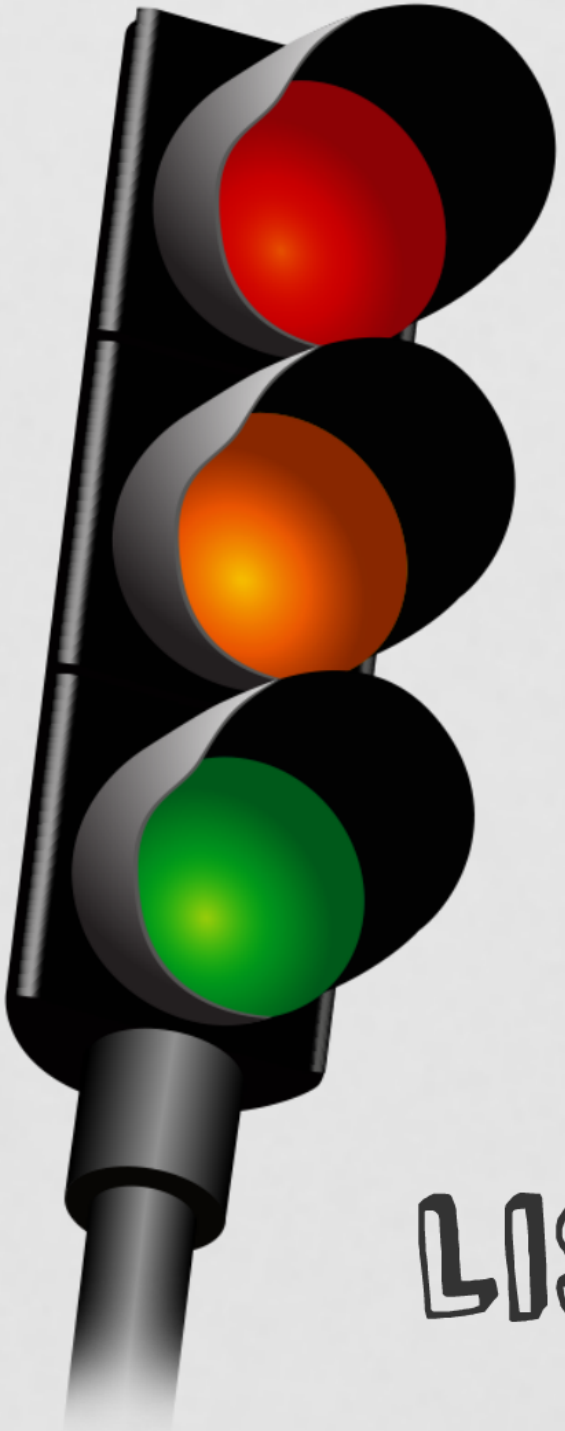
Trainee teachers = professional
Facebook/twitter (mindful)

☒ **Meet assignment deadlines.**

☒ **Engage fully in all sessions.**



CASE-STUDY



FALSE

PARTIAL

DEEP

LISTENING LIGHTS

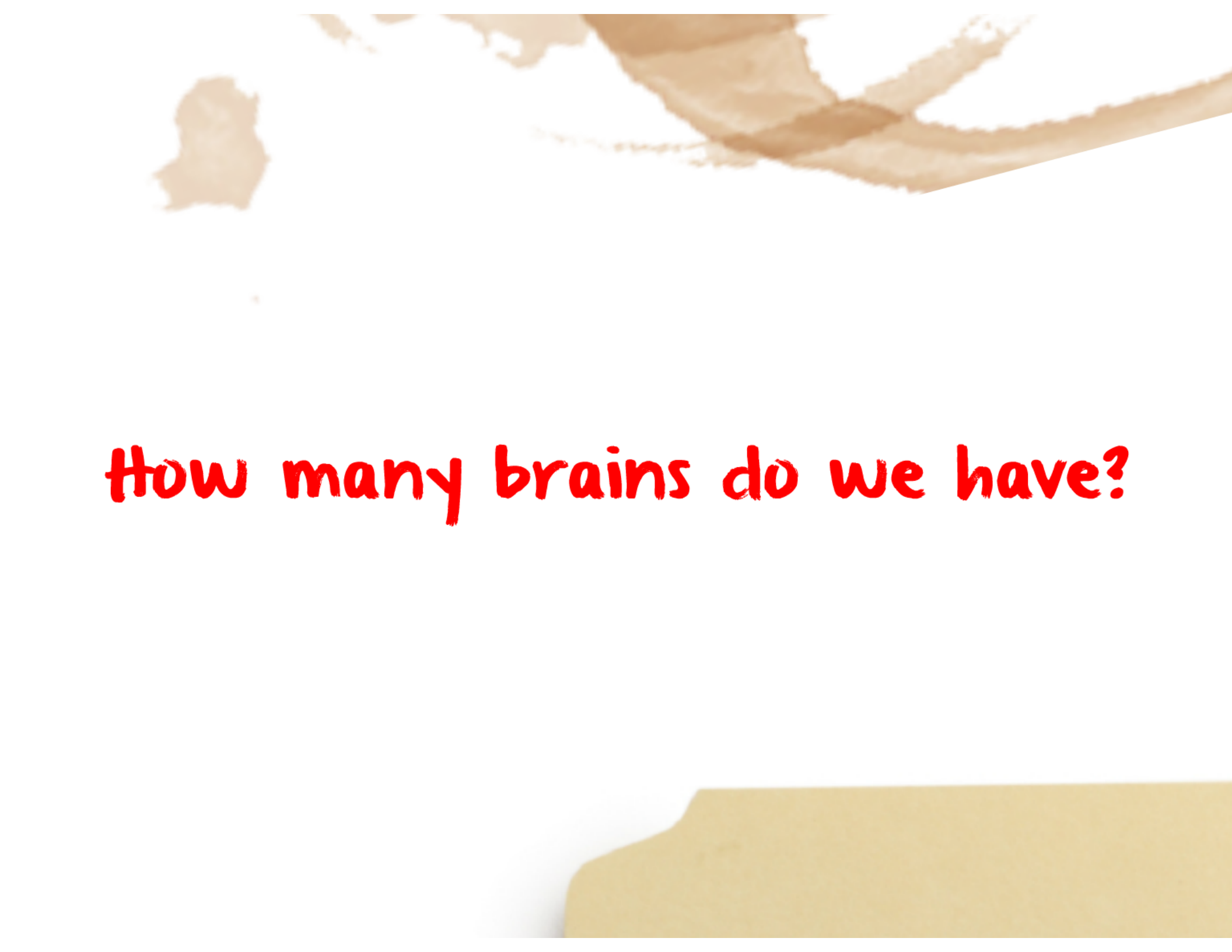
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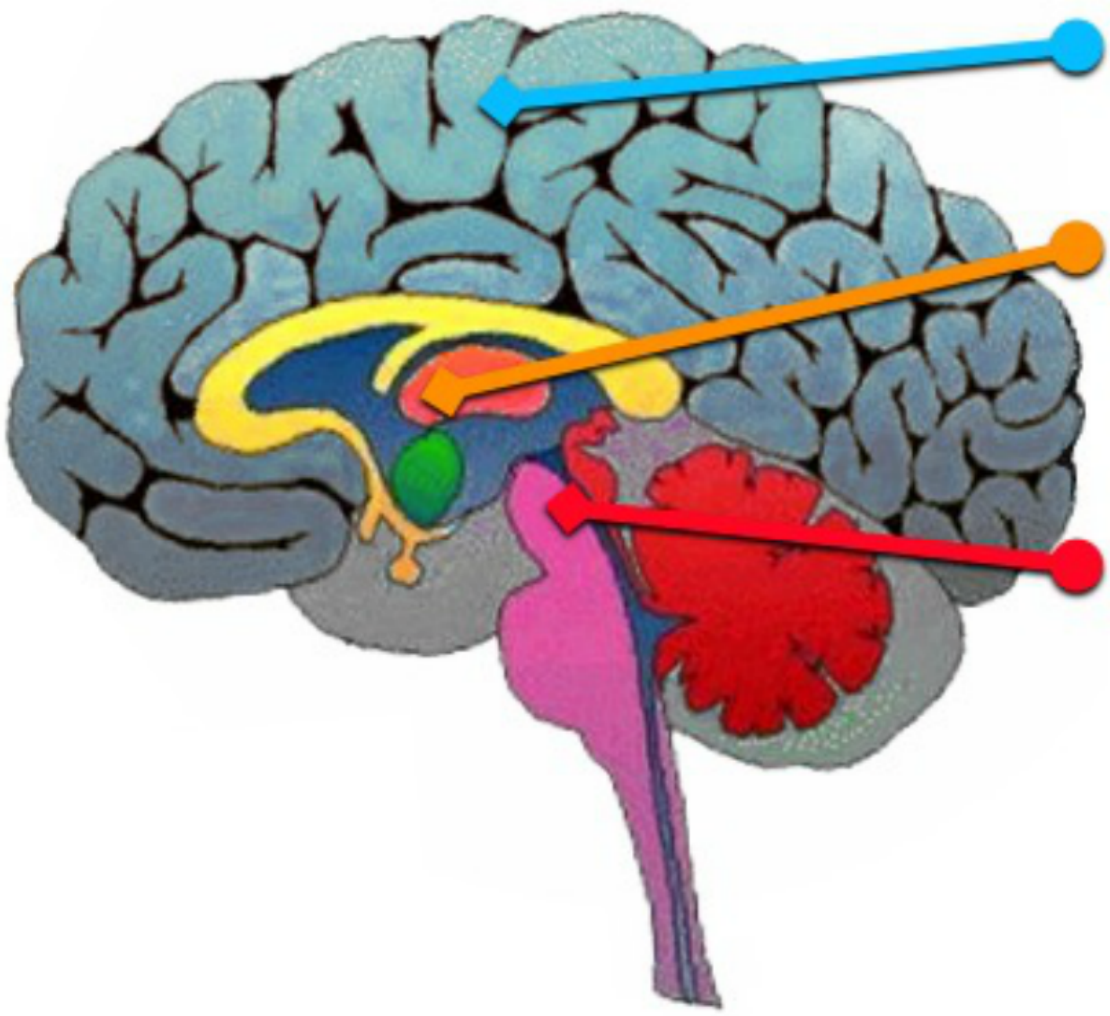
- To develop your knowledge and understanding of curriculum requirements and teaching responsibilities in the primary school.



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




How many brains do we have?



Neocortex:
Rational or Thinking Brain

Limbic Brain:
Emotional or Feeling Brain

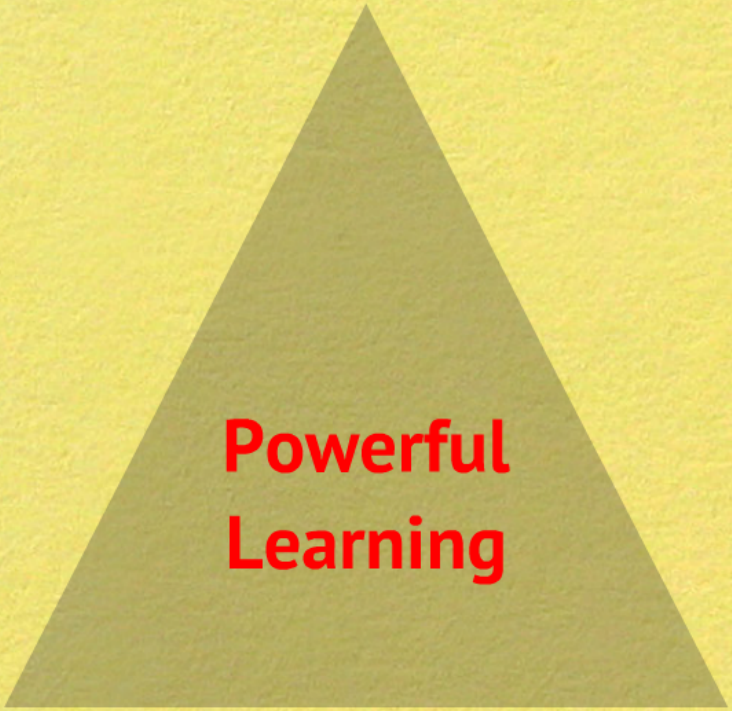
Reptilian Brain:
Instinctual or Dinosaur Brain

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.

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New

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Summary

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

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

Do you know what these are?

The teaching of Non-core subjects will be introduced;

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

Anything special about this subject?

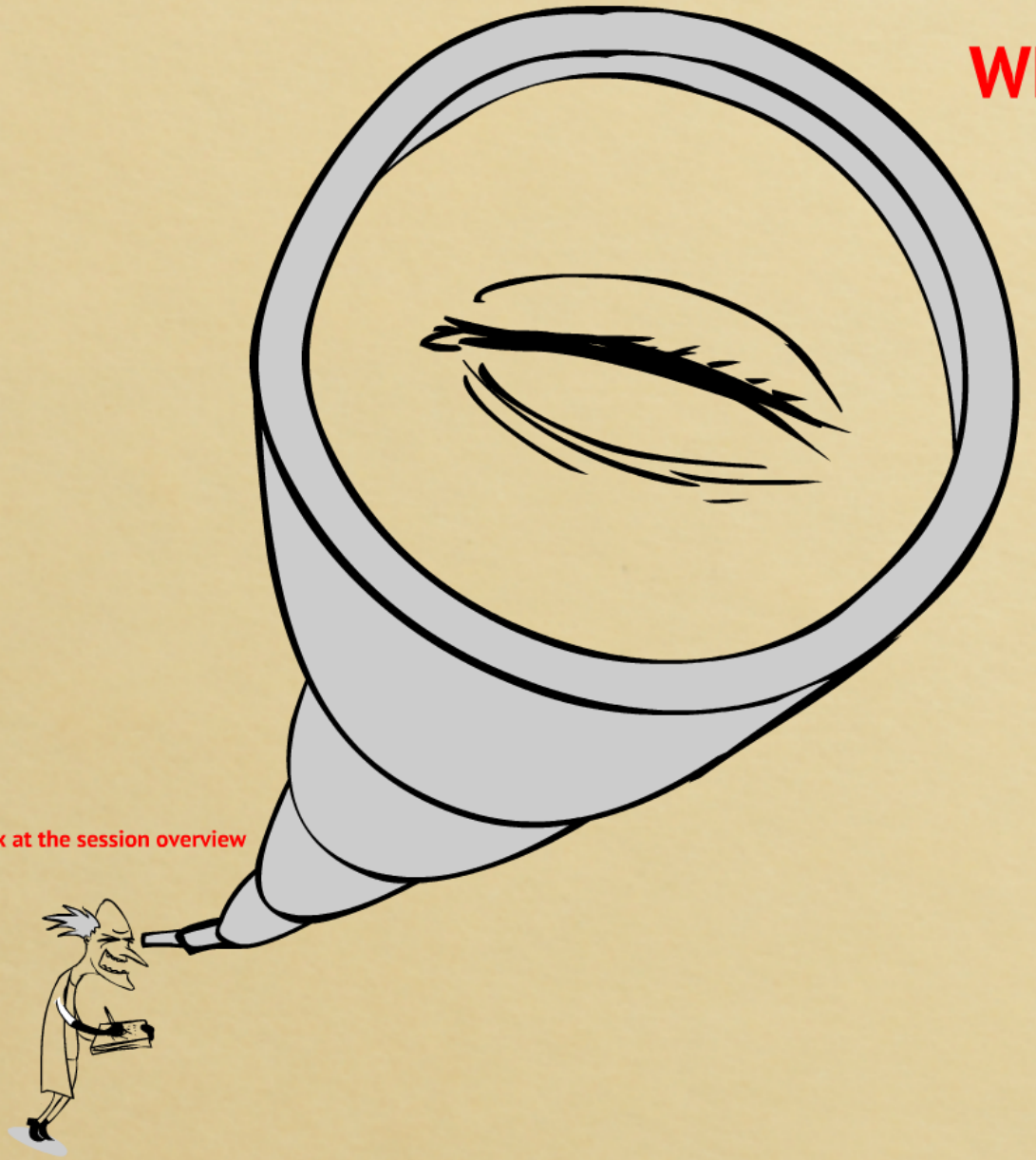


Also Religious Education.

Let's take a look at the session overview



Also Religious Education.



x at the session overview

What are you looking forward to?

What don't you need?

This leads us nicely to...

Assessment

6. Assessment

MODULE CODE	MODULE TITLE	MODE OF ASSESSMENT
ECAD4011	Curriculum Matters	Part A : Coursework 50%: 5 minute presentation. Prepare and present a resource suitable for a year group of your choice within the Foundation Phase that develops learning across the curriculum. **Submission date : Friday 14th December, 2018.**
ECAD4011	Curriculum Matters	Part B : Coursework 50% : Written 2,000 word essay.

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ECAD4011	Curriculum Matters	Part B : Coursework 50% : Written 2,000 word essay. Using a theme or traditional tale as a stimulus, consider how you might embed the six areas of learning and experience and the four purposes (Donaldson) in an integrated, cross-curricular approach. **Submission date : Monday 7th January, 2019.**

(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 5 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.

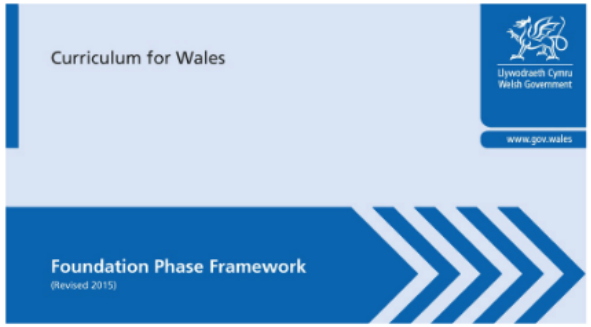
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You may record your audio/visual presentation using an iPad, mobile phone, Flipcamera, or on any other suitable device.

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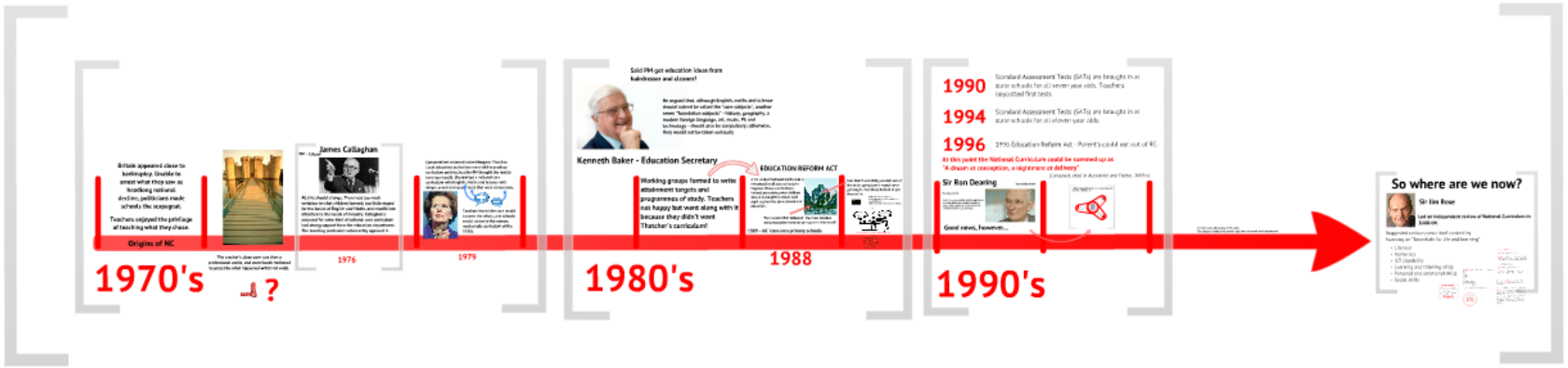

Curriculum for Wales
Llywodraeth Cymru
Welsh Government
www.gov.wales
Foundation Phase Framework
(Revised 2015)


Mathematics
Music
Science
Physical education
History
Geography
Art and design


YOU ARE HERE


Successful Futures
Independent Review of Curriculum and Assessment Arrangements in Wales
Professor Graham Donaldson CB
February 2015
QUALIFIED FOR LIFE
A curriculum for Wales – a curriculum for life
October 2015

A Brief History of the National Curriculum.



Origins of NC

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 the education department. The teaching profession vehemently opposed it.

1976

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 that 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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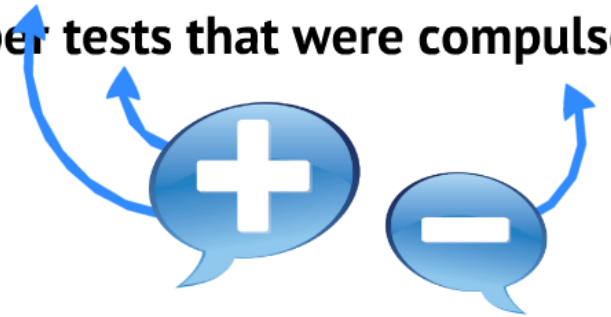
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He argued that, although English, maths and science should indeed be called the "core subjects", another seven "foundation subjects" - history, geography, a modern foreign language, art, music, PE and technology - should also be compulsory; otherwise, 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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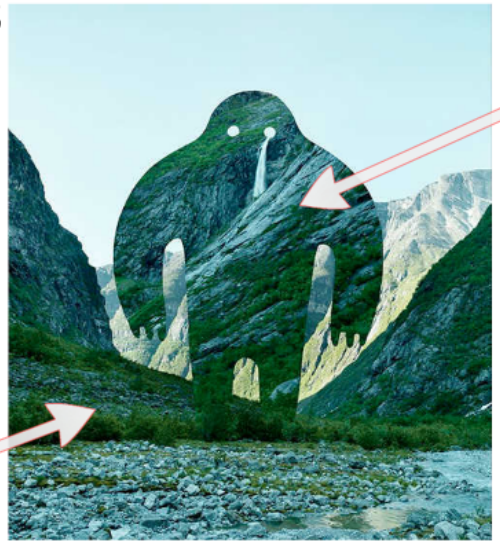
EDUCATION REFORM ACT

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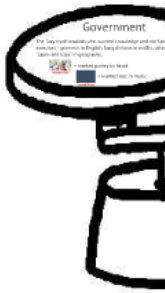
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Big Issue!
SALE
£2

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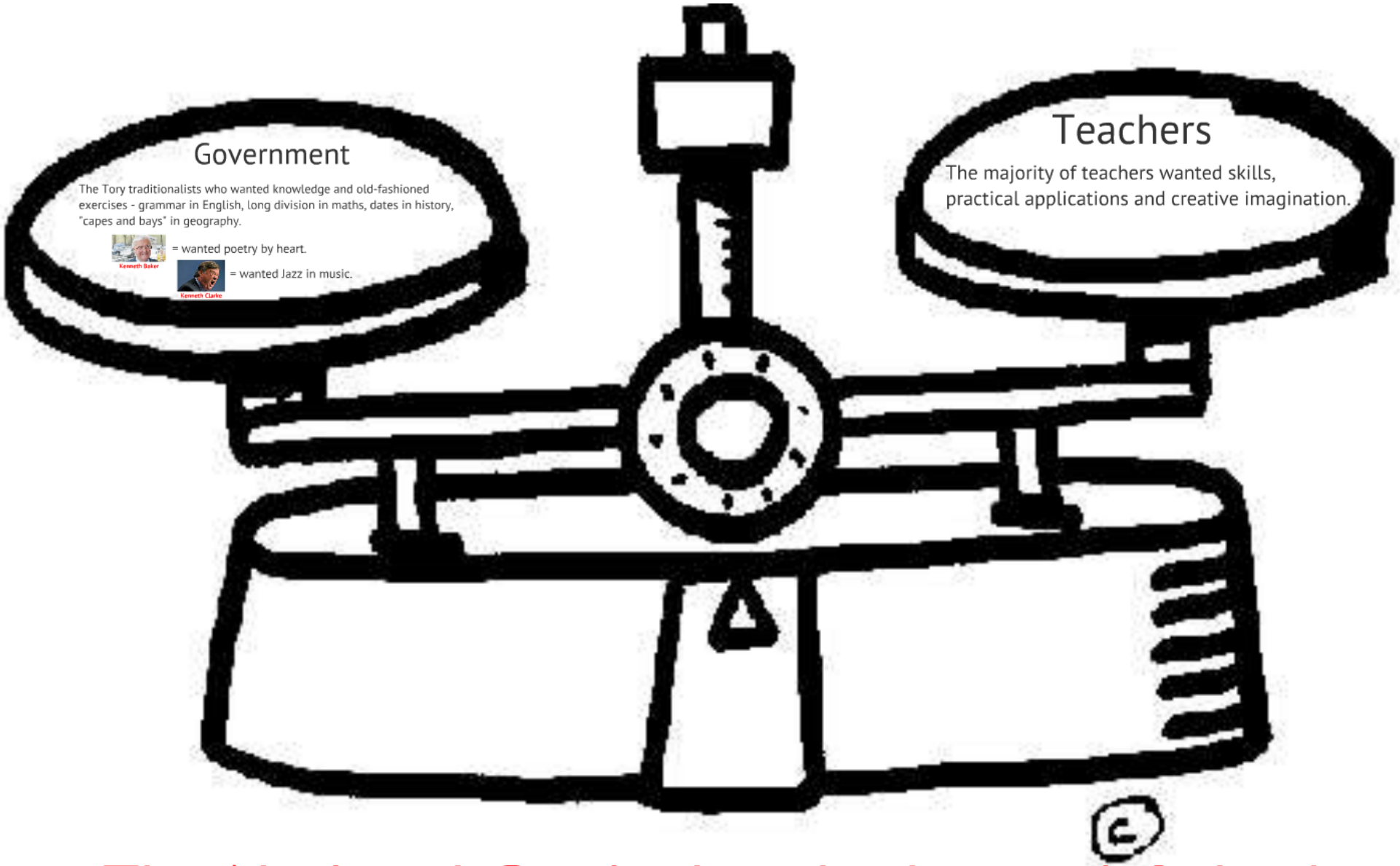


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Government

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.



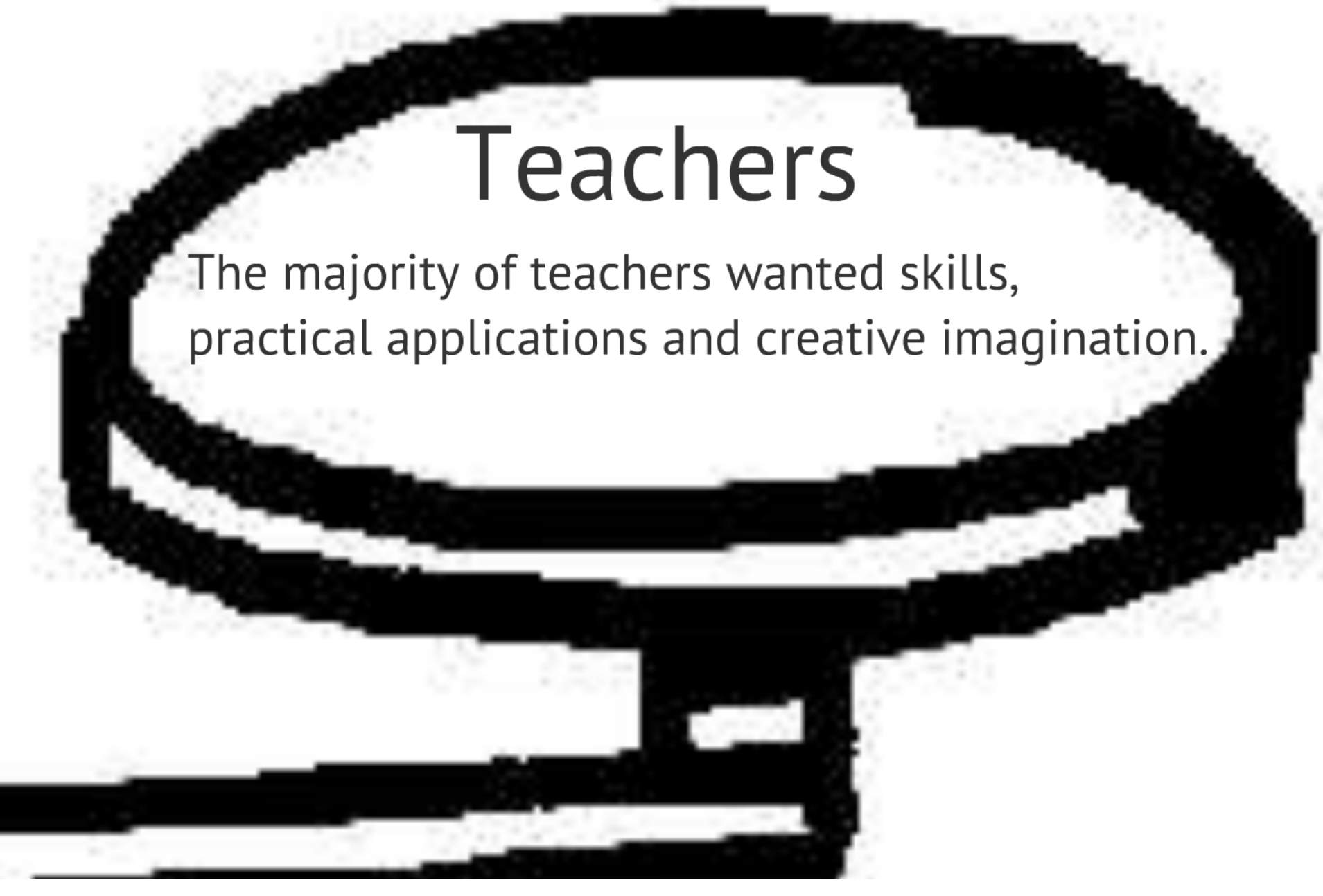
Kenneth Baker

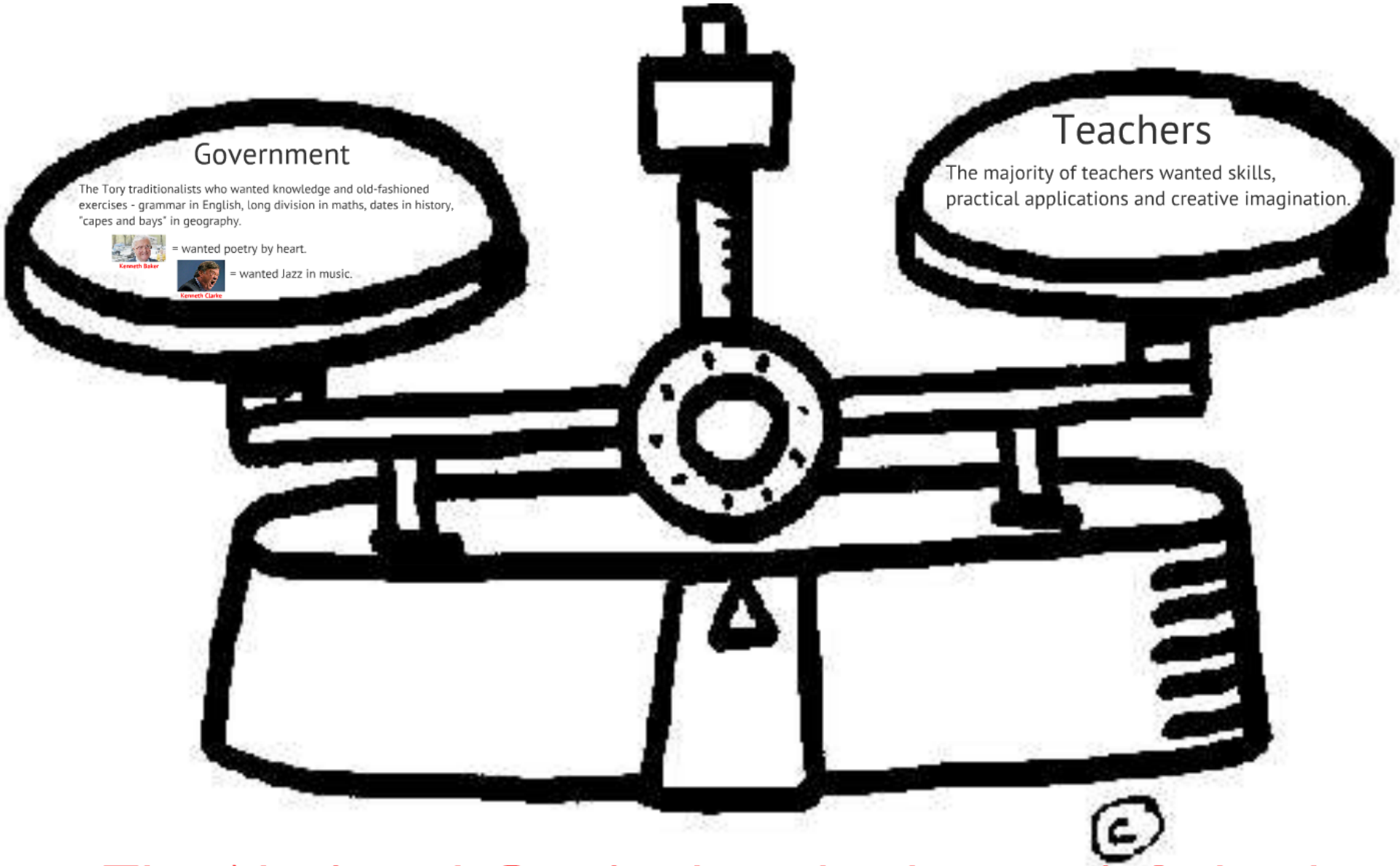
= wanted poetry by heart.



Kenneth Clarke

= wanted Jazz in music.


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

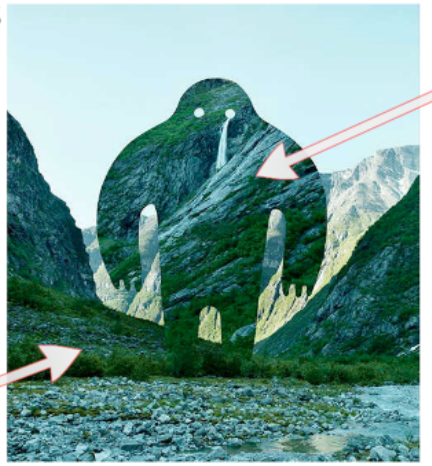


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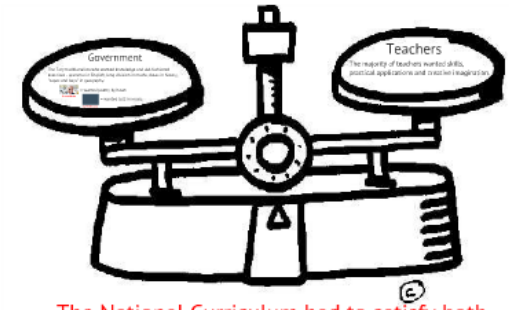
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Nobody except heads had any interest in ensuring that things remained manageable within school timetables and resources. The National Curriculum Council valiantly struggled to keep down the number of attainment targets and statements. Maths started with 154 targets which were reduced to 14. Geography started with 269 statements which the council wanted reduced to 170. The compromise was 211. Sometimes, the horse-trading descended into farce. Historians wanted to teach everything up to 1990; Clarke insisted that anything after 1945 was current affairs. It was eventually agreed that history should stop 30 years before the present day, whenever the present day happened to be.

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).

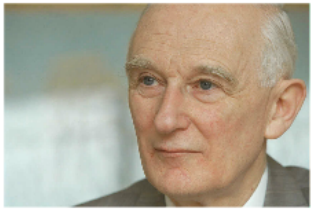
Sir Ron Dearing



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...



1990's

"A dream at conception, a nightmare

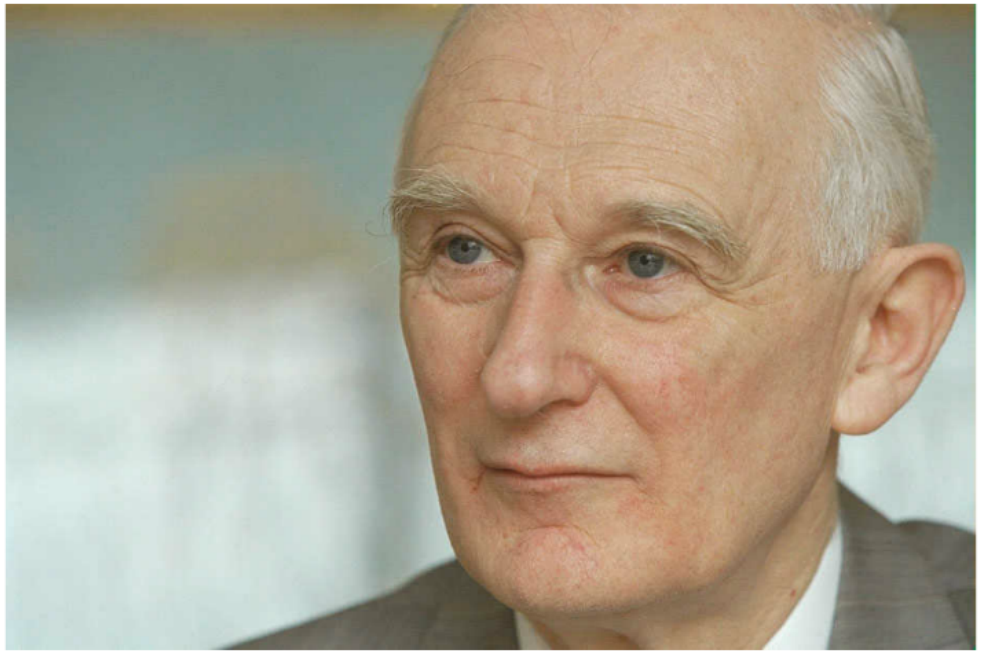
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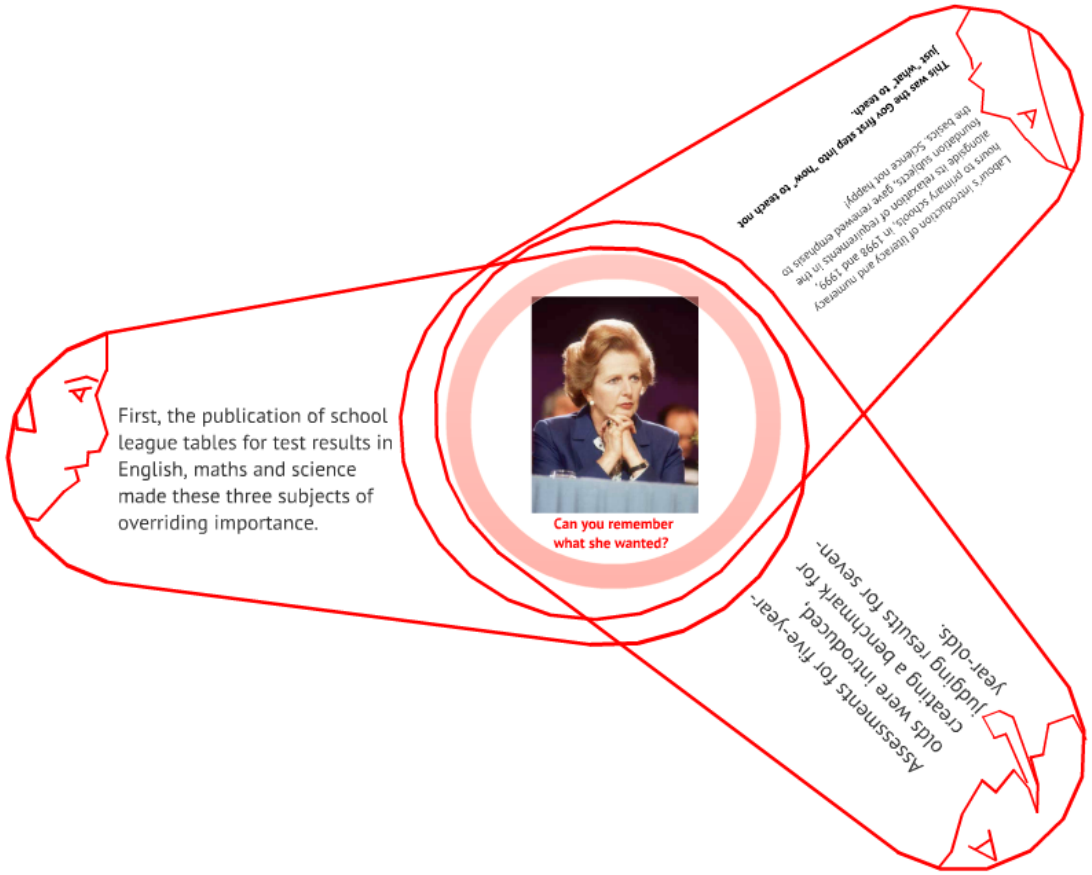
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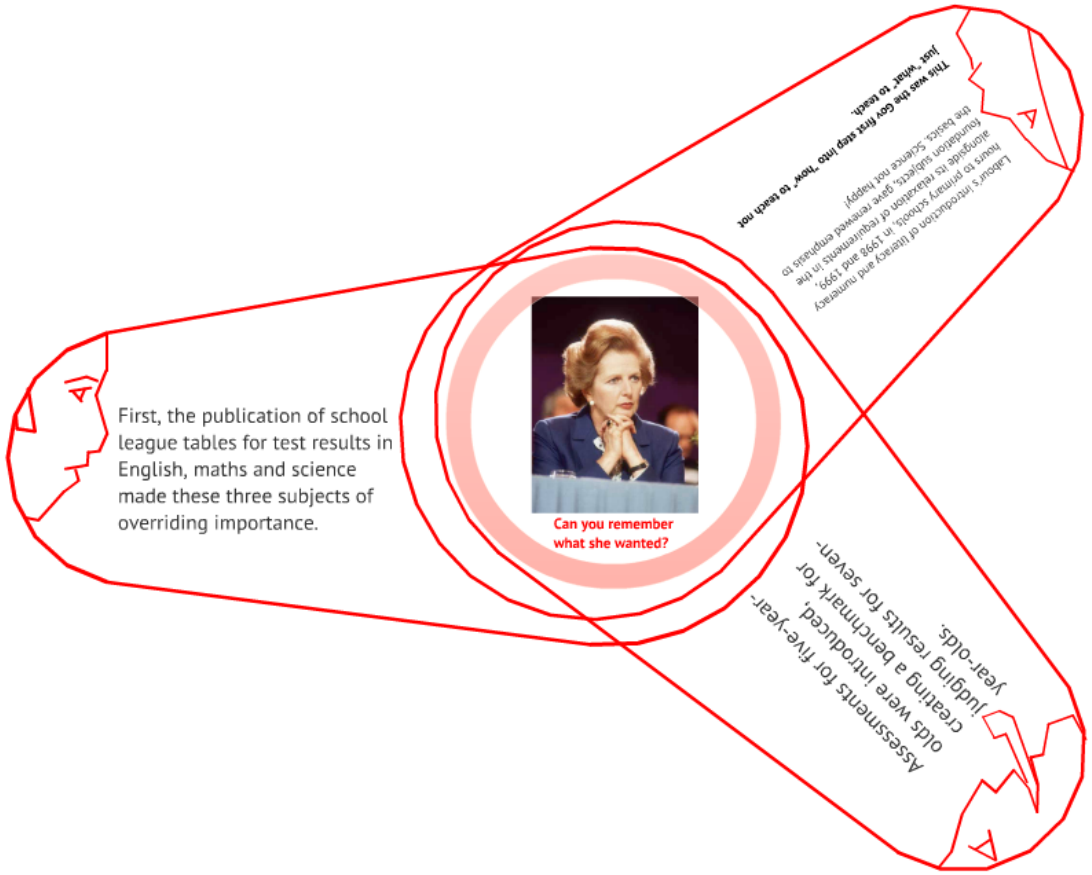
3 things happened to bring the curriculum closer to what this lady wanted!





Can you remember what she wanted?

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



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



Can you remember what she wanted?

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

Can you remember what she wanted?

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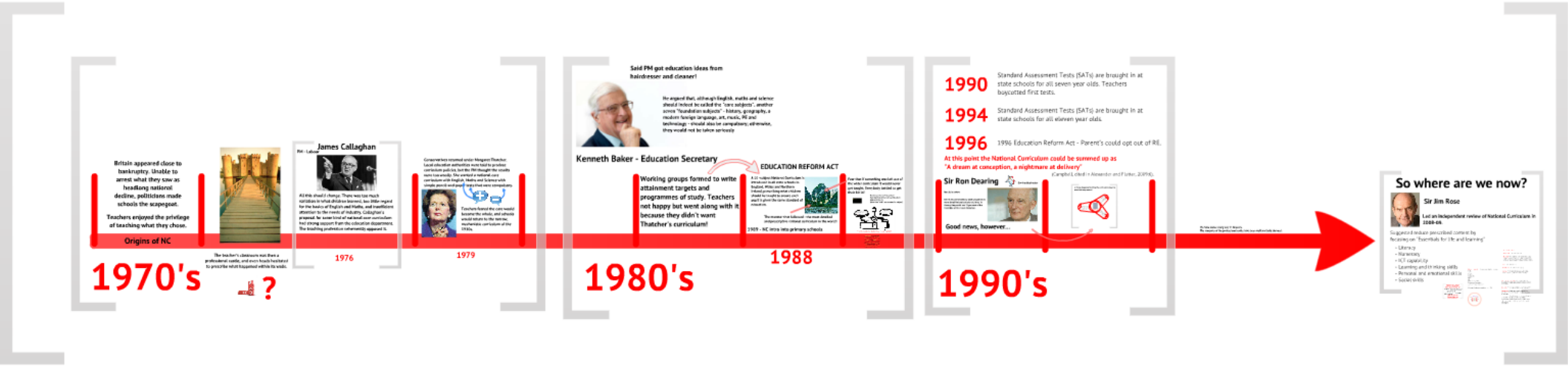
Labour's introduction of literacy and numeracy hours to primary schools, in 1998 and 1999, alongside its relaxation of requirements in the foundation subjects, gave renewed emphasis to the basics. Science not happy!

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

Can you remember what she wanted?

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.



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