



MODULE SPECIFICATION

| Part 1: Information | | | |
|----------------------------------|---|---------------------------|--|
| Module Title | Exploring the Curriculum | | |
| Module Code | UTTGPP-45-1 | Level | 1 |
| For implementation from | September 2019 | | |
| UWE Credit Rating | 45 | ECTS Credit Rating | 22.5 |
| Faculty | Arts, Creative Industries and Education | Field | Primary, Early Childhood and Education Studies |
| Department | Education and Childhood | | |
| Contributes towards | BA(Hons) Primary Education (ITE) | | |
| Module type: | Standard | | |
| Pre-requisites | N/A | | |
| Excluded Combinations | N/A | | |
| Co- requisites | N/A | | |
| Module Entry requirements | N/A | | |

| Part 2: Description | | | |
|---|--|-----------|-----------|
| <p>On this module students will explore all the areas of the curriculum except for English and maths. They will address pedagogical, subject and curriculum knowledge and for the primary curriculum, and gain an understanding of ways of teaching the curriculum in school. Critical to this module is also attention to the importance of the whole curriculum to a broad and balanced education, and the specific value of each of these curriculum areas to children and to society.</p> | | | |
| Part 3: Assessment | | | |
| <p>Students will be asked to identify and reflect on the key concepts covered in the module through a series of set tasks. These will include elements of:</p> <ul style="list-style-type: none"> personal reflection articulation of subject and pedagogical understanding. | | | |
| Identify final timetabled piece of assessment (component and element) | | A | |
| % weighting between components A and B (Standard modules only) | | A: | B: |
| | | 100% | |

| First Sit | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------------------------------|-----------------------|-----------------|--|--|--|--|--|--|--|--|--|--|--|----|-----------------------|---|-------------------------|-----------------------|-----------------|-----|-----|-----|---|-----|
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Portfolio | 100 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Resit (further attendance at taught classes is not required) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Portfolio | 100 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Part 4: Learning Outcomes & KIS Data | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Outcomes | <p>On successful completion of this module students will, with explicit reference to all primary curriculum areas with the exception of English and Maths, be able to:</p> <ol style="list-style-type: none"> 1. Articulate the significance of a broad and rich curriculum to children in the primary age phase 2. Communicate key concepts in each curriculum area and demonstrate their development of personal subject knowledge and understanding needed for teaching these. 3. Develop knowledge of National Curricular aims and content. 4. Identify and reflect on appropriate pedagogies. 5. Identify, explore and articulate the value of these subjects as part of a holistic education for children. <p>:</p> | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key Information Sets Information (KIS) | <table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td style="border: 2px solid black;">45</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>450</td> <td>108</td> <td>342</td> <td>0</td> <td>450</td> </tr> </tbody> </table> | Key Information Set - Module data | | | | | <i>Number of credits for this module</i> | | | | | | | | | 45 | Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | 450 | 108 | 342 | 0 | 450 |
| Key Information Set - Module data | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Number of credits for this module</i> | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | 45 | | | | | | | | | | | | | | | | | | | | | | |
| Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | | | | | | | | | | | | | | | | | | | | | | |
| 450 | 108 | 342 | 0 | 450 | | | | | | | | | | | | | | | | | | | | | | |
| Contact Hours | <p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Assessment | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|---------------------|--|--|--|------|
| | Total assessment of the module: | | | |
| | | | | |
| | Written exam assessment percentage | | | 0% |
| | Coursework assessment percentage | | | 100% |
| | Practical exam assessment percentage | | | 0% |
| | | | | 100% |
| Reading List | <p>Indicative readings</p> <ul style="list-style-type: none"> • Jones, M. and Lambert, D. (2017) <i>Debates in Geography Education</i>. 2nd Edition. London: Routledge • Davies, I. (2017) <i>Debates in History Teaching</i>. 2nd Edition. London: Routledge • Barnes, R. (2015) <i>Teaching Art to Young Children 4-9</i>, (3rd edition), Routledge (eBook) • Herne, S., Cox, S., Watts, R. (eds) (2009) <i>Readings in Primary Art Education</i>, Intellect Books (eBook) • Key, P. Stillman, J. (2009) <i>Teaching Primary Art and Design</i>. Exeter: Learning Matters Ltd (eBook) • Jones, P. & Robson, C. (2008) <i>Teaching music in schools</i> (e book) • Dunne, M. & Peacock, A. (2015) <i>Primary Science</i> London: Sage • Kelly, I. & Stead, D. (2013) <i>Enhancing Primary Science; developing effective cross-curricular links</i> • Davies, D. & McGregor, D. (2017) <i>Teaching Science Creatively</i>, London, Routledge • Ward H. & Roden J. (ed) (2016) <i>Teaching Science in the Primary Classroom</i>. London, Sage | | | |

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| First Approval Date (and panel type) | 27 th March 2019 | | | |
| Revision ASQC Approval Date | | Version | 1 | Link to Workspace |
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