**University of the West of England**
**BRISTOL**

# CORPORATE AND ACADEMIC SERVICES

| Part 1: Basic Data | | | | | | |
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| Module Title | Subject Knowledge for Teaching in Primary Education | | | | | |
| Module Code | UTXGQS-30-3 | | Level | 3 | Version | 1.1 |
| Owning Faculty | ACE | | Field | Education – Non Modular | | |
| Contributes towards | PGCE Primary Initial Teacher Education | | | | | |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 | Module Type | Standard | |
| Pre-requisites | None | | Co- requisites | UTXGQG-30-M; UTXGQR-30-3; UTXGQT-30-M | | |
| Excluded Combinations | None | | Module Entry requirements | None | | |
| Valid From | September 2012 | | Valid to | September 2018 | | |

| CAP Approval Date | 04/05/12 |
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| Part 2: Learning and Teaching |
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| Learning Outcomes | On successful completion of this module trainees will be able to: <br><br> 1. Demonstrate comprehensive subject and pedagogical knowledge for teaching in core subjects across the age phases of training; (A) <br><br> 2. Demonstrate a systematic understanding of requirements in relation to national curriculum orders across the age phases of training; (A) <br><br> 3. Demonstrate the necessary pedagogical skills and knowledge to design, plan for and teach sequences of lessons/sessions as appropriate to meet the diverse needs of all learners in the relevant age phases and subjects; (A) <br><br> 4. Work effectively as an independent, self-motivated and self-critical learner demonstrating the capacity to engage in self-critical reflection on their own learning leading to purposeful target setting and personal professional development; (A) <br><br> 5. Critically discuss and analyse principles underpinning children's learning within the core curriculum areas and relevant subjects; (A) <br><br> 6. Evaluate and justify approaches to curriculum design across the relevant age phases of training; (A) <br><br> 7. Apply distinctive teaching approaches to engage and support all learners and promoting the value of scholarship; (A) |
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| | 8. Know how to use subject specific language accurately and consistently to help learners develop knowledge, skills and understanding in relevant subjects. (A) |
| Syllabus Outline | Core subject and wider curriculum subject and pedagogical knowledge. |
| | Subject knowledge for teaching early reading and mathematics, including systematic synthetic phonics. |
| | National Curriculum specifications and assessment requirements. |
| | Current national educational policy, curriculum and priority agendas, including: preparation for teaching learners with Special Educational Needs and Disabilities; preparation for teaching in a diverse society, including Black and Minority Ethnic learners and learners for whom English is an Additional Language; Behaviour management; safeguarding and 'e-safety'. |
| | Ofsted frameworks for inspection, statistical data and placement school improvement planning. |
| Contact Hours/Scheduled Hours | This 30 credit module uses the co-requisite Professional Practice, Professional Development and Knowledge for Teaching: Classroom-Based Enquiry modules to co-deliver and embed aspects of the module learning outcomes. |
| Teaching and Learning Methods | Scheduled learning: This includes whole cohort lectures, seminars, module tutorials, structured school/setting placement-based work, subject knowledge workshops, demonstrations, directed tasks, field work/study visits, technology-enhanced learning through online engagement and e-mail contact.<br>Independent learning: There is an expectation that trainees engage in additional independent study, including engaging with essential and further reading, working on personal subject knowledge, preparation for and completion of assignments. |
| Reading Strategy | All trainees will be encouraged to make full use of the print and electronic resources, available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Trainees will be presented with opportunities within the module to develop their information retrieval and evaluation skills in order to identify such resources effectively.<br>All **essential reading** will be indicated clearly, along with the method for accessing it, e.g. trainees may be expected to purchase a set text, and will be referred to other texts held in the library and texts that are available electronically. Further guidance will be available in the module handbook and via the module information on UWE online.<br>If **further reading** is expected this will be indicated clearly. If specific texts are listed in subject-specific documentation, a clear indication will be given regarding how to access them and, if appropriate, trainees will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.<br><br>Formal opportunities for trainees to develop their library and information skills will be provided within the induction period and by academic subject tutors. Additional support is available through the Library Services web pages including interactive tutorials on for example accessing electronic journal articles and referencing. |
| Indicative Reading List | Bald, J. (2007) *Using Phonics to Teach Reading and Spelling.* London: Sage<br><br>Barmby, P., Bilsborough, L., Harries, T. & Higgins, S. (2009) *Primary Mathematics: Teaching for Understanding.* Maidenhead: OUP<br><br>Browne, A. (2009) *Developing Language and Literacy 3 – 8.* London: Sage<br><br>Brunton, P. & Thornton, L. (2011). *Science in the early years: building firm foundations from birth to 5.* London: Sage<br><br>Cotton, T. (2010) *Understanding and Teaching Primary Mathematics.* Longman<br><br>Cremin, T. (2009) *Teaching English Creatively.* Oxon: Routledge Hall |

Goodwin, P. (2011) *The Literate Classroom.* 3rd Ed. Oxon: Routledge

Goswami, U., Dunne, M. & Peacock, A. (2012*). Primary Science: A guide to teaching practice.* London: Sage

Harlen, W. (2006). *Teaching, learning and assessing science 5-12*. London: Sage

Harrison, C., Soler, J. (2010) *Interdisciplinary Perspectives On Learning To Read: Culture, cognition and pedagogy.* Oxon: Routledge
Pound, L. & Lee, T. (2011) *Teaching Mathematics Creatively.* Abingdon: Routledge

Robson, S. 2nd Edition (2012) *Developing Thinking and Understanding in Young Children: An introduction for students,* Abingdon: Routledge
Ryan, J. & Williams, J. (2007) *Children's Mathematics 4-15: Learning From Errors and Misconceptions*. Maidenhead: McGraw-Hill

Siraj-Blatchford, I. Taggart, B. Sammons, P.  Melhuish, E.  and Sylva, K. (2012) *Effective Teachers in Primary Schools: key research on pedagogy and children's learning,* Stoke-on Trent: Trentham

Thompson, I. (Ed.) 2nd Edition (2010) *Issues in Teaching Numeracy in Primary Schools* Maidenhead: OUP

| Part 3:  Assessment | |
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| Assessment Strategy | Some of the learning outcomes for this module are assessed through the Professional Practice module assessment associated with meeting the professional Teachers' Standards. |
| | The module assessment is through a portfolio of evidence including reflection across all elements of the training on subject and pedagogical understanding, presented to programme and partnership tutors. Subject integrity for core subjects is maintained in the assignment brief through the requirements for specific elements and discrete written tasks. |

| Identify final assessment component and element | **Component A** | |
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| | **A:** | **B:** |
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| **% weighting between components A and B** (Standard modules only) | **N/A** | |

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| **Component A** (controlled conditions) **Description of each element** | **Element weighting** (as % of component) |
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| A supervised structured reflective portfolio of evidence demonstrating the tracking of target setting and resulting development of subject and pedagogical knowledge, including that associated with core subjects, equivalent to 5000 words. | PASS/FAIL |

| **Resit (further attendance at taught classes is not required)** |
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| **Component A**  (controlled conditions) **Description of each element** | **Element weighting** (as % of component) |
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| A supervised structured reflective portfolio of evidence demonstrating the tracking of target setting and resulting development of subject and pedagogical knowledge, including that associated with core subjects, equivalent to 5000 words. | PASS/FAIL |
| If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences. | |