

**Module Outline**

**Part 1- as validated**

1.	<b>Title</b>	<b>Curriculum Studies</b>
2.	<b>Level *</b>	<b>4</b>
3.	<b>Credits</b>	<b>20</b>
4.	<b>Indicative Student Study Hours</b>	<b>200 hours</b> <b>Taught class sessions: 36 hours</b> <b>Independent Study: 164 hours</b>
5.	<b>Core (must take and pass), Compulsory (must take) or Optional</b>	<b>Compulsory</b>

**6. Brief Description of Module (purpose, principal aims and objectives)**

The purpose of this module is to inform students of the key curriculum frameworks children will experience from 0 to 11 years of age. The module aims to provide an overview of the Early Years Foundation Stage and Key Stage 1 and 2 of the National Curriculum, identifying what changes the revised curriculum of 2014 brought to planning in schools.

Students will consider why areas or subjects are included and examine how progress and quality is monitored. The significance of government influence, education policy, curriculum reform, responses to local agendas/needs, and regional or national events will be debated. It will additionally provide an insight in to major issues, concepts or theories surrounding curriculum implementation and development.

Understanding the statutory requirements for compliancy is key, but to also consider the rationales underpinning the approaches each school or setting may use. To enable students to achieve this, they will be encouraged to reflect on their own philosophical stance they adopt through discussion, debate and practical involvement. The content of this module will compliment students' work experience and foster the skills developed during their Academic Practice module in Semester 1.

**7. Learning Outcomes - On successful completion of this module a student will be able to:**

*(Add more lines if required)*

1.	Identify the statutory requirements for curriculum delivery for settings involved in the care and education of children 0 – 11 (SBS 2.5)
2.	Demonstrate an understanding of the curricula appropriate to a setting or school of your choice (SBS 2.5)

3.	Articulate their own beliefs when considering what care and education should offer children in Early Years settings (SBS 3.6)
Generic Learning Outcomes	
4.	Manage their own time in the preparation of course work
5.	Produce a written submission to a defined standard

8. Assessment						
<b>Pass on aggregate or Pass all components</b> <i>(modules can only be pass all components if this is a PSRB requirement)</i>						
Summary of Assessment Plan						
	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1.	Presentation	100%	Yes	25 minutes	1 – 5	
Further Details of Assessment Proposals						
Give brief explanation of each assessment activity listed						
<p><u>The summative assessment</u></p> <ul style="list-style-type: none"> <li>• A presentation of 25 minutes on a curriculum sector of your choice with a focus on an anonymised setting or school to frame your findings.</li> <li>• The presentation should conclude with a reflection of your own philosophical stance you adopt when you consider what care and education should offer.</li> </ul> <p><u>Formative support</u></p> <p>Students will be supported in developing effective and engaging presentations to a variety of audiences. During class lectures, opportunities will be provided to plan and present information to peers that encourages consideration of audience, structure, sources, data, and communication.</p> <p><u>Links to work experience</u></p> <p>Development of communication skills necessary to converse, debate, negotiate, persuade and challenge the ideas of others.</p>						

**9. Summary of Pre and / or Co Requisite Requirements**

None

**10. For use on following programmes**

BA (Hons) Early Years and Primary Education Studies

**Module Specification****Part 2- to be reviewed annually**

<b>1. Module Leader</b>	<b>TBC</b>
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**2. Indicative Content**

1. What is a Curriculum?
2. The EYFS
3. The National Curriculum KS1
4. The National Curriculum KS2
5. Policy and Practice
6. Core and foundation subjects (NC)
7. Prime and Specific areas (EYFS)
8. Expected learning for specific age groups using curriculums
9. Curriculum theories
10. Curriculum planning
11. Curriculum monitoring and evaluation
12. Personal philosophical stance

**3. Delivery Method (please tick appropriate box)**

Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
<b>X</b>					

If the Delivery Method is **Classroom Based** please complete the following table:

	<b>Activity (lecture, seminar, tutorial, workshop)</b>	<b>Activity Duration - Hrs</b>	<b>Comments</b>	<b>Learning Outcomes</b>
1	Lectures	36	Taught contact time	1 - 5
2	Independent Study	164		
	<b>Total Hours</b>	<b>200</b>		

If delivery method is <i>not</i> classroom based state lecturer hours to support delivery	Each student receives two 20 minutes academic tutorials per module
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#### 4. Learning Resources

To include contextualised Reading List.

##### Highly recommended – 3

Moss, P. (2019) *Alternative Narratives in Early Childhood: an introduction for students and practitioners*, Abingdon: Routledge.

Ogier, S. (2019) *A Broad and Balanced Curriculum in Primary Schools: educating the whole child*, London: Learning Matters.

Sewell, K. (2018) *Planning the Primary National Curriculum: a complete guide for trainees and teachers*, London: Learning Matters.

##### Recommend – 3

Kaye, L. (ed.) (2017) *Young Children in a Digital Age: supporting learning and development with technology in early years*, Abingdon: Routledge.

McEvoy, J. and McMahon, S. (2019) *Child Centred Planning in the Early Years Foundation Stage*, London: Learning Matters.

Palmer, S. (2016) *Upstart: the case for raising the school starting age and providing what the under-sevens really need*, Edinburgh: Floris Books.

##### Websites

GOV.UK (2018) Early years foundation stage statutory framework (EYFS): statutory guidance [Online]. Available from: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> [Accessed 2 April 2020].

GOV.UK (2020) The national curriculum [Online]. Available from: <https://www.gov.uk/national-curriculum> [Accessed 2 April 2020].

##### Journals

Journal of Early Childhood Research [Online]. Available from: <https://wv-colchester.olib.oclc.org/webview/?oid=333902> [Accessed 2 April 2020].

Education Journal [Online]. Available from: <https://wv-colchester.olib.oclc.org/webview/?oid=378617> [Accessed 2 April 2020].