**Primary Curriculum Map (Languages) School Based 2024-25**

***Level 4 Undergraduate***

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| **University Curriculum – School Based - Level 4** |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That****(ITTECF reference in numerics e.g. 1.1)** | **Learn How****(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **In-person – campus****An introduction to primary languages****2 hours** | * To understand the rationale for including teaching languages in the early years of primary school

 * To understand the 12 aims of the NC for languages (2014) and consider some challenges and implications for your practice

  * To be able to break down composite knowledge from NC aims into component knowledge
* To understand how to self-assess your confidence and substantive knowledge of primary languages and set effective, SMART targets for your subject knowledge development
* To know how to use a scheme like Language Angels to support your teaching and learning
 | 1.1, 1.2, 1.6, 1.73.1, 3.28.1, 8.2 | 3f | DfE (2013) National CurriculumOFSTED Research Review Languages (2021). | Self-assess SK via auditParticipate in group/ class discussions, practical activities and Q&A   |
| **Follow on Task 1** | * To be able to self-assess your confidence and substantive knowledge of primary languages and set effective, SMART targets for your subject knowledge development
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| **School Based Curriculum – Level 4** |
| **Observing:** Observe how expert colleagues plan and teach Languages, in at least one lesson throughout school.**Planning:** Observe how expert colleagues consider Vocabulary, Phonics and Grammar in their teaching of Listening, Speaking, Reading and Writing and break these down into constituent components in languages, for at least one lesson.**Teaching:** Teach a part or whole lesson to a group or whole class.**Assessment:** Check prior knowledge and understanding during language lessons.**Subject Knowledge:** Discuss and analyse subject specific components with expert colleagues |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That****(ITTECF reference in numerics e.g. 1.1)** | **Learn How****(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Understand how the school delivers the primary languages’ National Curriculum statutory requirements.  Can use school’s/ Language Angels’ resources and the National curriculum to ensure good subject knowledge and inform discussions around curriculum, teaching and learning.  Can observe an expert practitioner teach primary languages.  Can plan and deliver a language learning episode.   | 1.1, 1.2, 1.6, 1.72.2, 2.3, 2.4, 2.53.1, 3.2, 3.7, 3.94.7,5.1, 5.2, 5.3, 5.4, 5.58.1, 8.2, 8.5 | 2i,3f, 3r, 3s, 3t, 5j, 5p8d | DfE (2013) National CurriculumOFSTED Research Review Languages (2021). | Weekly Development Summary Lesson ObservationsDiscussion with language subject leader/expert colleagues. |