# Phase 3 Directed Task – An overview of the school’s curriculum and review of personal experiences

Use the following prompts to support your deepening understanding of how a school structures its curriculum including the sequencing of key concepts and critical knowledge and skills

This will need to include a brief conversation with your mentor to pick out anything that can’t be found on the school’s website or curriculum documents.

School: ………………………………………… Date: …………………………….. Year Group: ……………………

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| **Through discussion with your mentor, briefly describe how the curriculum is organised in the school** (i.e. discrete subjects, topic-based, mixture of the two) Are there any significant ways in which the curriculum is structured? | | | | | | |
| **How does the structure of the curriculum match with the school’s context?** (discuss the school’s context with your mentor) | | | | | | |
| **Does the school follow any particular schemes for any subjects? Will there be opportunites for you to access and use these materials?** | | | | | | |
| **Are there any specialist teachers that teach any part of the curriculum? If yes, make sure you have chance to observe them during the placement to develop your subject and pedagogical knowledge. If you have not had opportunity to teach or observe all foundation subjects, identiy this and discuss with your mentor.** | | | | | | |
| **Which foundation subjects will you be observing and teaching across this placement?  How do these lessons fit into the school’s long-term plan for these subjects?** Use the school’s long-term plan, what is the critical knowledge and skills you will observe / teach during this placement? You may want to have a conversation with subject leaders about the rationale for the sequencing of key concepts, knowledge and skills in these subjects. | | | | | | |
| **How does your placement school monitor progress in the foundation subjects?** | | | | | | |
| **What subjects have you observed or taught over your three placements?**  During your first week, complete this and use this to identify a focused experiences in P3. | | | | | | |
| **Subject** | **Obs P1** | **Taught P1** | **Obs P2** | **Taught P2** | **Obs P3** | **Taught P3** |
| PE |  |  |  |  |  |  |
| Art & design |  |  |  |  |  |  |
| DT |  |  |  |  |  |  |
| RE |  |  |  |  |  |  |
| Music |  |  |  |  |  |  |
| Geography |  |  |  |  |  |  |
| History |  |  |  |  |  |  |
| Computing |  |  |  |  |  |  |
| Ancient/MFL |  |  |  |  |  |  |
| PSHE |  |  |  |  |  |  |