

Key reflective question:

**What contribution does the notion of cultural capital within the broader curriculum, make to children’s health, wellbeing and wider development?**

**Key readings and university sessions:**
(Links are available on the Partnership site)

* Cambridge assessment – [Getting started with key concepts](https://cambridge-community.org.uk/professional-development/gswkey/index.html)
* [Rosenshine’s Principles of Instruction](https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf) as one example of a pedagogical approach
* [What Makes Great Teaching](https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf) – Sutton Trust Report (2014)

**Prompt questions when being observed or evaluating your practice:**

* For any lessons or small groups that you work with, how did your teaching fit with the sequencing? What came before and what will come after?
* How did your subject knowledge help you to explicitly teach the critical knowledge and skills?
* Were there any gaps in your own subject knowledge that you need improve?

**Prompt questions for observing expert colleagues:**

* Can you pick out the critical knowledge, skills and values within lessons that you observe?
* How does the school curriculum encompass the National Curriculum and a wider vision for successful learning?
* What different curriculum material is used by the school and what is the school’s rationale for using this?
* How do expert colleagues explicitly teach critical knowledge and skills?
* What examples do you see of an ambitious curriculum?

**Primary PGCE – Phase 1**

**SUBJECT AND CURRICULUM**