PGCE Primary Apprenticeship

Pre-Course Booklet

Key dates and preparation guidance for the course

2024-2025

April 2024

Dear Student Teacher,

Welcome to the Primary PGCE Apprenticeship Course at the University of Roehampton. The next year will be busy, but an exciting and challenging one for you. This preparation booklet aims to give you further information about the PGCE programme with ways to prepare yourself before the course begins, and activities which you could complete prior to induction. While not compulsory, these activities will help you get off to a good start in September. **You need to complete the subject knowledge audits for maths and science ahead of the course. These are on the pre-course Welcome Pages and will be referred to in the induction sessions in September when we will give you guidance about how to submit them so ensure to have them completed by the 5th September.**

Over the duration of the PGCE course you will be engaged in a range of school and educational experiences including time observing good practice in schools and developing your teaching skills on your assessed School Experiences. To gain QTS (Qualified Teacher Status) you need to successfully complete 120 days in school plus four additional weeks of Intensive Training and Practice (ITaP) days which are a combination of university-based teaching and school-based practice. Student teachers keep professional hours in school (generally 8am to 5:30pm). The dates you are in school/university are mapped out on the calendar on the following page – refer to the key.

You will also be engaged in university based taught course modules and you will undertake the Professional Studies, Core Curriculum and Wider Curriculum modules with their related assignments; you need to pass these, and your school placements, in order to gain the PGCE award. Weekly readings are a key part of preparation for the taught sessions, so it is helpful if you have engaged in some of the background reading recommended in this booklet ahead of the course.

On arrival at university on your first induction day on Thursday 5th September, you will be provided with a timetable of taught sessions and meet your peers and tutors. Your university timetable will include taught subject input sessions days from 9am – 4/5pm. You will cover an introduction to the course on the first induction day and have a lecture on teaching and learning theories. This day is a compulsory part of the course and is essential for you to learn about expectations for the year ahead.

Please remember that you need to commit to 100% attendance across the course and that the course will require you to undertake a large amount of independent study outside these times (evenings, weekends and school holidays). You will be provided with an ID card, once you have completed enrolment, on your induction day. This card will be used for you to swipe into taught sessions and will record your attendance; it will also allow you to gain access to the university

library. It is your responsibility to remember to bring your card to university and to record your attendance.

Key points to note:

- It is recommended that you complete the subject knowledge audits for maths and science ahead of the induction days – find them on the pre-course Welcome Pages.
- Your training starts in your host school at the start of term and you are expected to attend INSETs as required.
- The course starts at university on **Thursday 5th September at 9am** in The Portrait room, Grove House, Froebel College. Maps will be added to the pre-course Welcome Pages.
- The course ends on Friday 18th July 2025. You are not required in school either at half-terms or during the Christmas or Easter holidays. However, your placement school may have slightly different term dates than the norm and you will need to be flexible if this is the case. Also, please note you will be using some of these 'school holidays' to complete your assignments.
- Please do not arrange holidays or time away during the programme term dates as 100% attendance is required on both taught programme and school placements.

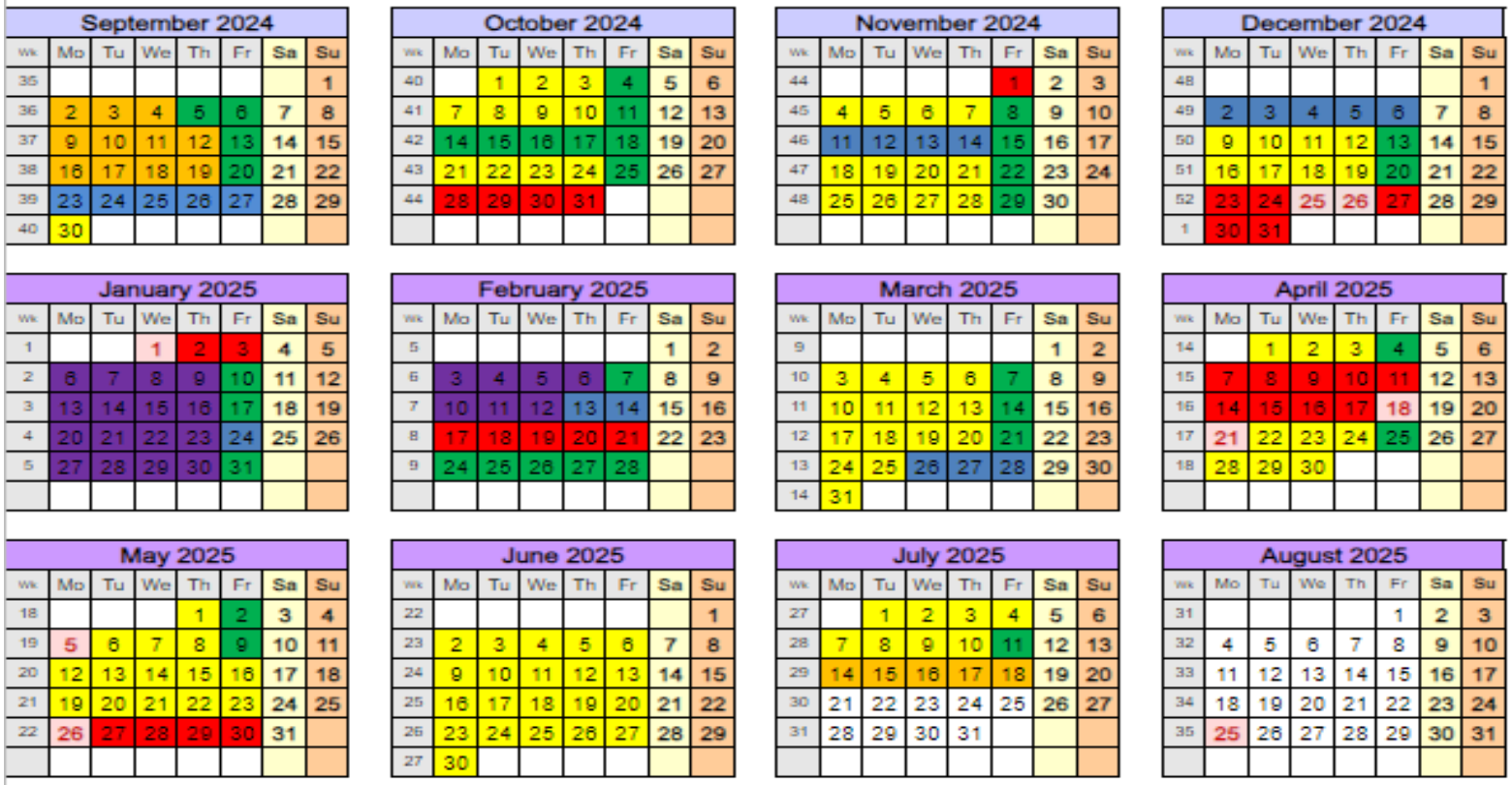
We will be holding a Taster morning on campus on Thursday 4th July from 9-1pm. Please check your emails for your invite nearer the time or contact Steph Laird via the email address below for details.

The PGCE Primary team look forward to working with you in the coming year.

Yours sincerely,

Steph Laird - PGCE Primary & Lead Partner Primary Programme Leader
s.laird@roehampton.ac.uk 0208 392 3076

LEAD PARTNER/APPRENTICE CALENDAR 24-25



September 2024

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October 2024

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November 2024

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August 2025

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- Roehampton taught days
- Developing practice days
- HSP assessed days
- CSP assessed days
- ITaP days
- School holidays

LEAD PARTNER/APPRENTICE (SEND SETTING) CALENDAR 24-25

September 2024

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35	25	26	27	28	29	30	31

- Roehampton taught days
- Non-assessed days
- HSP assessed days
- CSP assessed days
- iTaP days
- School holidays

Primary Apprenticeship PGCE Key Dates 2024-2025

Focus	Dates
Autumn term: [2nd September to 20th December 2024]	
School term start University based full-time teaching begins (university taught course days are green on the main calendar) Host school placement part 1 Christmas break	Monday 2nd September (dependent on school calendar) Thursday 5th September Monday 30th September – Thursday 19th December Monday 23rd December – Friday 3rd January
Spring term [6th January to 4th April 2025]	
Professional Studies essay submission date Contrasting school placement University based full-time teaching begins Study week Core Curriculum essay submission date Host school placement part 2 Easter holiday*	Monday 6th January by 2pm Monday 6th January – Wednesday 12th February Friday 10th January Monday 17th – Friday 21st February Monday 24th February by 2pm Monday 3rd March – Friday 18th July Friday 7th April – Monday 21st April
Summer term [22nd April to 18th July 2025]	
Wider Curriculum assignment submission Study week Assignment resubmission date (all) University based teaching (final day) End of HSP part 2	Tuesday 22nd April by 2pm Monday 26th May to Friday 30th May Monday 2nd June by 2pm Friday 11th July Friday 18th July

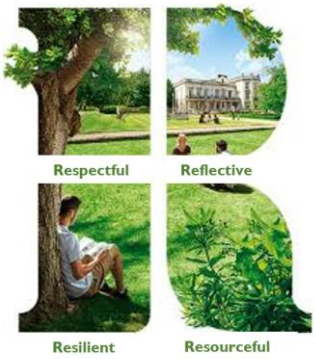
***Easter holiday dates are subject to variation as students adhere to term dates of teaching practice schools.**

N.B. If your host school is a SEND setting, your Contrasting school placement will be from 6th January – Thursday 3rd April in a mainstream setting. See SEND host school setting calendar.

The PGCE Programme

The University of Roehampton

Fostering a love of learning since 1841



School of Education Values and Ambition

We value a Froebelian approach to teacher education with whole child development at the core of our philosophy.

Respectful: We respect each other and build positive relationships with our pupils and colleagues. We celebrate diversity and create an inclusive community.

Reflective: We reflect on our practice, connecting academic literature, research, and school experience. We strive to continually improve our pedagogy.

Resilient: We support each other and seek to grow from our challenges. We strive to realise our potential and to thrive together.

Resourceful: We work hard, and we are creative, imaginative, and curious. We keep learning.

Our Ambition is to:

Prepare our students for their early career induction; to inspire them to continue to learn and develop professionally.

Develop subject specific pedagogical content knowledge and an understanding of the what, how and why of teaching in different contexts; meeting the CCF and going beyond it.

Create research-informed curricula that meet the diverse needs of pupils in our partner schools.

Build a network of experts to mentor and support our students in our partner schools.

Assure quality using meticulous processes that support the highest possible standards.

The 'learning community'

During the taught course, much of your time will be spent working with your seminar group. This group is made up of other PGCE Apprenticeship student teachers. You will attend lectures, workshops and seminars together.

PGCE student teachers have diverse prior experiences: some are from teaching, some are from other professions, and some are fresh from university. This diversity gives students the opportunity to capitalise on each other's strengths. The aim is to work professionally, collaboratively, and socially in your group and to support each other.

Ways of learning

In your seminar group, you will learn through a variety of modes including practical activity, observation, enquiry and analysis, discussion, and presentation. There will be lectures, seminars, workshops, visits, and collaborative projects with opportunities for choice and creativity. The aim is to gain experience and pedagogical knowledge and to reflect on practice in preparation for your career as a teacher.

In order to prepare for the academic requirements of course it is recommended that you revise your study skills, for instance, note taking from reading, recording references fully, organising your records and managing your time. The book below is recommended:

Cottrell, S. (2017) *Critical Thinking Skills: Effective Analysis, Argument and Reflection (Macmillan Study Skills)*, Red Globe Press

Assessment of the University based modules

The course promotes critical inquiry through analysis of educational contexts and issues. Assessment includes three assignments based on linking theory and practice and will be assessed at Master's Level (HE7) for the award of the PGCE (Postgraduate Certificate in Education) or at Level 6 for the award of the PROGCE (Professional Graduate Certificate in Education). You will be provided with guidance on the assignments during your induction sessions.

School Experience

School Experience dates and focus

It is a requirement that you spend 120 days in school, within the PGCE course, to be able to gain QTS (Qualified Teacher Status). You will have two assessed block school experiences that are supervised and assessed by the University plus some additional ITaP weeks (Intensive Training and Practice weeks) which are on the calendar. **Your school arranges your Contrasting school placement.** Placements are organised to suit your phase of training, to provide some contrast in context and to be within a reasonable journey from your term time address.

Preparation for Professional Studies

Professional Studies is the component of your course that focusses on developing your understanding of learning and teaching in a non-subject specific context and on allowing you time to consider wider professional issues so that you can become an analytical and reflective practitioner. You will learn about pedagogical theory, explore and understand local and national policies and guidelines and use this information to make connections between theory, research and your own teaching practice.

To start the process of understanding some key concepts and ideas, the following preparatory tasks will be helpful and will give you a good foundation for the lecture and seminar content at the beginning of the course and for your assignment.

An introduction to the content and coverage of the PGCE:

Familiarise yourself with the **Core Content Framework** (2019)
The CCF outlines the minimum expectation of your learning during your PGCE, both in sessions and in school, and provides the bridge to the Early Career Framework which supports your continued professional development as an early career teacher (ECT) in your induction years.

An introduction to learning:

Read the following article on how children learn from the **Cambridge Primary Review**:
This website has other useful links to work on assessment, children's voice, and curriculum content.
Read this article about learning:
Deans for Impact (2015). **The Science of Learning**. Austin, TX: Deans for Impact.
Watch these two videos from Columbia University which support understanding of the contents of the two readings above:
Video 1: Learning in Schools: memory and learning
Video 2: Understanding how memory works: memory and learning

Practice and Policy:
Read the March 2022 schools white paper
Policy Paper – Opportunity for all
March 2022 schools white paper research briefing

Read the Education Policy Institute's annual report from 2020 to secure a view of pupils' outcomes and educational experiences:
Hutchinson, J., Reader, M. and Akhal, A. (2020). Education in England: annual report 2020.

Familiarise yourself with the EYFS curriculum (2021) and the National Curriculum (2014)
EYFS Statutory Framework
National Curriculum

Read chapters five and six of the SEND code of practice: 0 –25 years (2015)

Useful Web Sites
https://www.gov.uk/government/organisations/department-for-education
https://www.tes.com/
https://www.theguardian.com/education
https://www.retrievalpractice.org/research

When you start the course

This is a Master's level course and consequently you are expected to **read widely to support your learning.** The quality and quantity of the reading you undertake will directly influence the outcomes of your assignment. You will receive plenty of guidance and support to direct you to key readings and your understanding will be developed in lectures and seminars.

The following are helpful core text books which provide an excellent foundation to your knowledge. Should you wish to purchase a textbook, the three in bold are **highly recommended,** as they will support you in various elements of the course. There are also many hard copies available in the library and the first six of the list below are accessible electronically once you start the course.

Cremin C. & Burnett, C. (eds.) (2018). *Learning to Teach in the Primary School* (4th edition) London: Routledge

Sherrington, T. (2019). Rosenshine's Principles in Action. Woodbridge: John Catt Educational Ltd.

Goepel, J., Childerhouse, H. and Sharpe, S. (2015). *Inclusive Primary Teaching: a critical approach to equality and special educational needs*, 2nd edition. Northwich: Critical Publishing

Boyd, D. and Bee, H. (2014). The Developing Child. Harlow, Essex: Pearson

McInerney, D. and Putwain, D. *Developmental and Educational Psychology for Teachers: An Applied Approach*. (2nd edition) Oxford: Routledge

Moyles, J. and J. Georgeson & J. Payler (eds.) (2017). *Beginning Teaching: Beginning Learning in Early Years and Primary Education* (4th edition) London: Open University

Sangster, M. (ed.) (2017). *Challenging Perceptions in Primary Education: Exploring Issues in Practice* (1st edition) London: Bloomsbury Academic

Preparation for English

English is one of the core subjects in the National Curriculum 2013. Throughout the course, we will explore teaching approaches and support you in developing your subject knowledge.

To help you prepare, it is important that you gain an understanding of the statutory requirements of teaching from the areas of learning and development (Early Years Foundation Stage) and the Programmes of Study (National Curriculum) for your age phases of training, and begin to consider your own subject knowledge requirements for teaching these age ranges.

1) For the **Early Years Foundation Stage** look at the Statutory framework and the place of literacy (reading and writing) and communication and language within this:
   https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf
2) For the **National Curriculum (Key stages 1 & 2),** consider the programmes of study for reading (word reading and comprehension) and writing (composition and transcription,) and how these progress from year 1 – 6:
   https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf

3) Children's Literature

Teachers need to be enthusiastic and knowledgeable readers of children's literature. You should start reading children's books as part of your professional development. A good website to find new book titles for different age phases is on the UKLA Book Awards section: SHORTLISTS ANNOUNCED FOR THE UKLA BOOK AWARDS 2024 - UKLA The Reader Teacher website has books recommended for specific age phases: https://www.thereaderteacher.com/

4) Grammatical Knowledge

Grammatical knowledge is an important strand of English subject knowledge. We suggest you look at the grammar glossary section of the National Curriculum and the Year 6 Spelling, Punctuation and Grammar SPaG tests online:
https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials

Investing in a grammar book is a good way to brush up on your subject knowledge. Look at the recommended below:

Grammar books

Crystal, D. (2004) *Rediscover Grammar*. London: Longman
Seely, J. (2004) *A-Z of Grammar and Punctuation.* Oxford: Oxford University Press

This children's book is also useful:

Gee, R. & C. Watson. (2004) *The Usborne Book of Better English.* London: Usborne

Useful websites for grammar

Online Grammar: https://www.ef.com/wwen/english-resources/english-grammar/

Internet Grammar of English: https://www.ucl.ac.uk/internet-grammar/

5) Phonic knowledge

In order to teach reading effectively you will need to develop your subject knowledge about systematic synthetic phonics. In order to prepare yourself for this important strand of subject knowledge:

- Look up the following terms and make notes about them: *systematic synthetic phonics, phoneme, grapheme, digraph, trigraph, adjacent consonants, blend, segment.*
- Understanding how early reading is taught is an important aspect of the course. Read *The Reading Framework* (DFE, 2023):
- **https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf**

Course background reading – the below texts are essential for the course and we will refer to these for our weekly key readings in addition to journal articles. These books are available as Ebooks, through the university online library, once you are fully enrolled in September.

- Bearne, E. & D. Reedy, (2018) *Teaching Primary English: Subject Knowledge and Classroom Practice, London: Routledge*
- Wyse, D., Jones, R., Bradford, H., & M.A. Wolpert (2018) *Teaching English, Language and Literacy*, London: Routledge

Preparation for Mathematics

Teaching mathematics to primary age children is both exciting and challenging. For this to be true, you need to have secure, in-depth subject knowledge so that you know *what* you are teaching and *why* different methods work. To support you in developing your mathematical understanding, you need to buy: **Haylock, D. and Manning, R., (2018) *Mathematics Explained for Primary Teachers* (5th edition), London: Sage Publications**.

Students are expected to take responsibility for addressing gaps in their knowledge and understanding in mathematics. You will be required to complete and submit an audit early in the course and so **we advise you to start this audit during the summer. You will find this audit on the Welcome Pages**. The emphasis in the audit is on your explanations and use of models and images to support explanations. **Haylock (mentioned above) is essential reading to support you in completing this audit. Within the audit there are also links to support you in developing your answers.** The audit is not a test. Read, research and consult others to support your completion of the audit. The web sites detailed below will also support your research when answering audit questions.

In advance of the course, we advise you to **become familiar with the specific web sites below**:

- National Centre for Excellence in the Teaching of Mathematics (**NCETM**) website https://www.ncetm.org.uk/. Specifically explore these sections:
    - Primary subject knowledge materials: https://www.ncetm.org.uk/classroom-resources/pska-primary-subject-knowledge-audit/
    - Professional development materials: https://www.ncetm.org.uk/teaching-for-mastery/mastery-materials/primary-mastery-professional-development/

- **NRICH** http://nrich.maths.org Here you will find many rich tasks and problems and also articles to support your teaching. Please explore this site before starting the course.

- Mathematical **Learning Trajectories** from birth to age 8 (year 4) https://www.learningtrajectories.org/learning_trajectories (you need to sign up to this website). This free web site contains sequences of activities that are effective in guiding children through increasingly complex levels of thinking in relation to different trajectories across all strands in mathematics.

- Early Childhood Maths Group (**ECMG**) website https://earlymaths.org/ In addition to guidance and research summaries, there are further links for practical advice, research and ideas related to early years practice.

- Interactive Teaching Programmes (**ITPs**) http://www.taw.org.uk/lic/itp/ (explore the Fractions ITP as part of completion of your audit).

  You may also want to purchase: Hansen, Drews, Dudgeon, Surtees and Lawson (2020) Children's Errors in Mathematics. Sage. https://us.sagepub.com/en-us/nam/childrens-errors-in-mathematics/book270784

Preparation for Science

The science team looks forward to meeting you in the Autumn term. We know from experience that students have varying prior experiences and prior knowledge when joining the PGCE course. Some students have enjoyed a fantastic science education and cannot wait to come along to science sessions and find out how to teach a subject that they love. Sadly, some students have had negative prior experiences of science and may not be looking forward to returning to the subject. Please be assured that the science course has been designed to meet the needs of all students. In addition to developing your subject knowledge the taught course incorporates practical activities that can be replicated in school.

It is important that you give yourself the best start possible by preparing as follows:

Familiarise yourself with the KS1/KS2 national curriculum for science:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf
Please note that the curriculum is divided into 2 areas: 'Working Scientifically' and 'The Programme of Study'.

Familiarise yourself with the Early Years Foundation Stage (EYFS) statutory framework. Science is not a separate area but falls within the section titled 'Understanding the World', which can be found on page 15 of the statutory framework:
https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf

The EYFS statutory framework is supplemented by the non-statutory 'Development Matters' document. Understanding the world can be found on pages 99 – 113:
https://www.gov.uk/government/publications/development-matters--2

When you start the course, you will have access to a range of science textbooks/ebooks to support your subject knowledge development. We are not suggesting that you purchase a science textbook at this stage as we'd encourage you to take a look at a range of books housed in the library. However, if you wish to purchase a science textbook the following two provide a comprehensive overview of science in KS1 and KS2.

Peacock, G., Sharpe, J., Johnsey, R., Wright, D and Sewell, K. (2021) *Primary Science: Knowledge and Understanding.* 9th edn. London: Learning Matters.

Roden, J. (2014) *Primary Science for Trainee Teachers.* London: Learning Matters.

Those on the EYFS/KS1 programme may also like to read:

Brunton, P. and Thornton, L. (2010) *Science in the early years: building form foundations from birth to five.* London: Sage Publications.

Prior to starting the course, we recommend that you familiarise yourself with these organisations' websites. You may need to join, to access resources, but there is no fee.
https://pstt.org.uk/
https://www.stem.org.uk/

Also, if possible, we would like you to observe some science activity in school. To focus your observations, please consider the following:

- How much time is given to science or "understanding the world" on the timetable?
- How are the children grouped for science?
- Can you identify any of the skills that the children are using/developing?
- Can you find out about the children's ideas about phenomena being investigated?

You will be required to audit your own subject knowledge prior to the start of the PGCE course. The audit (which can be found on the Welcome Pages) is challenging, so please just

do your best. When you start the course, we will support your subject knowledge development through the taught course and a range of independent self-study activities. The science team is looking forward to working with you over the forthcoming academic year.

Preparation for Foundation Subjects

Preparation for Art and Design

The key aim of the art and design module is to provide a range of experiences that will enable you to become a positive and enthusiastic teacher of art and design in the primary school. Sessions are largely practical in nature, offering students opportunities to engage with a range of practical art and design processes. In addition, you will be expected to engage in discussion of a range of issues relating to teaching and learning in art and design.

Try to visit a museum or gallery over the summer and consider the ways in which the gallery might engage and motivate young people to make their own work. Also, reflect on your previous experiences of teaching and learning in art and design and how these may have influenced your approach to the subject.
You might have a look at the NSEAD version of the national curriculum, and start to familiarise yourself with this: https://www.nsead.org/files/72cad37f5dfb4caf5a7def2ab9f60dd6.pdf
Also have a look at expressive arts in the EYFS`:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web__2_.pdf

Recommended reading:

Ogier, S. (2017) *Teaching Primary Art and Design* London: Sage

You'll find more information on the practical and theoretical ideas we discuss during the sessions at:
www.artandeducation.co.uk

Preparation for Computing

Primary teachers may encounter digital technology in a number of ways: as a way of extending, enriching or supporting children's learning across all subjects and as tools to support their teaching across the curriculum. Computing was introduced as a new subject of National Curriculum subject in 2014 to replace ICT which trainees may recall from their own school days. Computing at Roehampton explores all of these aspects and some preparatory work for each is useful.

Most students find it helpful to have a laptop computer of their own that allows sufficient cloud storage for the PGCE programme. Although this is not a requirement, we would encourage you to consider this if purchasing. We would encourage you to sign up for a Google account and make use of 'document' and other tools available, see https://www.google.com/accounts/NewAccount

- Read Sentance et al (2018) Computer Science Education: Perspectives on teaching and learning in school. Chapter 10 (https://www.amazon.co.uk/Computer-Science-Education-Perspectives-Teaching/dp/1350057118/ref=tmm_hrd_swatch_0?_encoding=UTF8&qid=1616505692&sr=1-1)

- Read the guide: Leonard et al (2021) Culturally relevant and responsive computing: A guide for curriculum design and teaching https://static.raspberrypi.org/files/research/Guide+to+culturally+relevant+and+responsive+computing+in+the+classroom.pdf

- Linda Luikas (2018) Journey Inside a computer An EYFS approach to learning about computing, programming and computers https://www.youtube.com/watch?v=WN1TMSN49Ok&t=17s

- Read Berry, M (2013) Computing in the national curriculum: a guide for primary teachers (http://www.computingatschool.org.uk/data/uploads/CASPrimaryComputing.pdf)

Other useful websites

- The National Centre for Computing Education offers a wealth of resources to support student teachers, Newly Qualified Teachers and more senior practitioner https://teachcomputing.org/

Create an account here: https://ncce.stem.org.uk/user/register?from=NCCE

Preparation for Design and Technology

The main aim of the design and technology module is to provide a range of skills and experiences that will assist you in becoming a confident and enthusiastic teacher of design and technology in the primary school. Sessions are largely practical in nature, offering students opportunities to engage with a wide range of materials and disciplines including textile technology, cooking and nutrition, construction and electronics.
We advise that you try to visit the Design Museum (or have a virtual tour) over the summer and consider the ways in which you might engage the children within the various exhibits, and inspire them to want to learn more, explore and investigate further. Encouraging them to become the problem solvers and engineers of the future.

In preparation for the course you may wish to read:

- Benson, C. & S. Lawson. (2017) Teaching Design and Technology creatively. London: Routledge.
- Hope, G. (2018) Mastering primary design and technology. London: Bloomsbury

Preparation for Geography

Geography is all *around us* as well as *within us* and the children we teach.
"A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives." (DfE, 2013)

As preparation for the course, you might want to start to collect:

EYFS/KS1	KS1/2
Small world materials (e.g., toys or similar that can be used to recreate real or imaginary worlds – stories, animals, buildings etc.).	Newspaper cuttings of events locally, nationally and internationally. Look for geographical themes and vocabulary.
Free copies of maps and plans such as at shopping centres, themes parks, tourist maps, maps in stories etc. These are often used well in book corners or role play areas.	
Photographs of a place that could be used in school – this might be the area that you wish to teach in, a capital city, a holiday destination or an area that interests you	

Please send us a postcard over the summer, this could be from your home, a place of interest that you have visited (e.g. Museum, Zoo etc) or a holiday. This could be a postcard you have bought, or one you have created yourself using an App/website. Postcards should be sent to: Emily Rotchell, University of Roehampton, Froebel Campus, Roehampton Lane. SW15 5PJ.

The Geographical Association (GA) website contains a wealth of recommended, free information (all age phases)
https://geography.org.uk/
Sign up for free primary membership here https://geography.org.uk/free-primary-membership/

The Royal Geographical Society is also very useful (especially for KS2)
https://www.rgs.org/schools/

We would also recommend signing up for. 'The Global Dimension,' newsletter (sign up is in the top right corner of the page for their free newsletter)
https://globaldimension.org.uk/

We will be using some of the following Apps in class if you want to download them/use them before our sessions (all free)

- Decibel X
- Nearpod
- Kahoot

Preparation for History

Studying History is about using your investigative skills and thinking like Sherlock Holmes. You will be wanting children to ask questions, come up with theories, argue and debate. History is also about narrative and considering people and events in the broad sweep of time. How much have people's lives, ideas and cultures changed? Or not changed?

Before you start the course you need to visit a museum of your choice either in person or virtually (there are some suggestions of some interesting virtual museums below.) Consider the following:

- Why did you choose this museum – what interested you?

- How might you use this museum with children – what would you get them to do, how would you organise them, how would it enrich their learning
- Pick one object in the museum - what can you learn from it and what questions would you ask about it

Bring a picture of your object to your first history lesson and be prepared to talk about it for one minute.

Useful reading

National Curriculum for History KS1 and 2
Early Years Framework

Children's historical fiction

Do read a few children's historical fiction books and picture books - here are just a few suggestions but we will be compiling a PGCE group reading list

Rosemary Sutcliffe -Eagle of the Ninth
Caroline Lawrence- The Roman Mysteries
Lois Lowry- Number the Stars
Geoffrey Trease – Cue for Treason
Robert Westall – the Machine Gunners
Michael Morpurgo – Private Peaceful

Useful websites

Historical Association https://www.history.org.uk/
National Archives https://www.nationalarchives.gov.uk/education/
Historic England https://historicengland.org.uk/services-skills/education/

Explore ….Virtual museums

Museum of London https://www.museumoflondon.org.uk/museum-london-docklands
British Museum https://www.britishmuseum.org/
International Slavery Museum https://www.liverpoolmuseums.org.uk/international-slavery-museum
Museum of the home https://www.museumofthehome.org.uk/learning/

And watch...

Vikings live from the British Museum
Pompeii and Herculaneum live from the British Musuem

Preparation for Languages

Children have been learning foreign languages in many schools for many years, some as early as in nursery classes, others starting at various points through Key Stages 1 and 2, but as from September 2014 all children in Key Stage 2 are required to be learning a foreign language as part of the statutory curriculum. The sessions on the PGCE Primary programme will cover a wide range of aspects of language knowledge and implementation, the biggest caveat being that nobody should fear being forced into teaching in a foreign language – that has to be left to teachers who are equipped to do it through their own adequate knowledge of the language. We will be looking at the requirements of the Programme of Study, examples of good practice, materials,

opportunities for cross-curricular work featuring language work, and a whole range of general language background knowledge that will inform thinking about children's home languages as well as the languages they are studying in school.

It would obviously be helpful to observe some language teaching in school ahead of the course, and if this is possible it would be good to find out:

- what level of expertise and confidence the teacher(s) has(ve) in the language
- what materials they are using
- what form of assessment they employ and
- what arrangements exist for transition to secondary school.

Much of this may be in very formative stages, of course, for those schools that are new to the subject. Great caution should be exercised in observing teachers and asking them about their level as there may well be some who lack confidence in their subject knowledge but who are doing a great job of motivating and engaging their children. It would also be really valuable to speak to some children about their views on learning a language.

The National Curriculum requirements for languages can be found at:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf

Preparation for Music

The music sessions cover a wide variety of musical activity that could and should take place in the primary classroom. The module is specifically designed for all to participate fully in music and to engage with musical ideas that will stimulate children into creating music themselves.

Expect to be involved in musical activity throughout the module, investigating and researching new areas of music from around the World and creating music yourself. Listening to a wide variety of music could help you prepare for this and then to begin to analyse what is going on in the music and could I create an activity out of it?

Prior to starting on the course you could begin by thinking about musical activity that you may have observed in school already for example a "singing assembly", a classroom music lesson, songs used in the classroom for other purposes other than purely musical.

Music is to be shared and enjoyed, please anticipate the former and hopefully the latter!

You could read from the following:

Jones, P. and Robson, C. (2008) *Teaching Music in Primary Schools.* London: Learning Matters
Mills, J. (2005) *Music in the Primary School.* Cambridge: CUP

…and look and listen on the following website:

http://www.bbc.co.uk/programmes/p01vs08w

Preparation for Physical Education (NC) and Physical Development (EYFS)

The key aim of your Physical education (PE) class experience is to provide you with meaningful ways to explore and develop your pedagogical content knowledge as guided by national policies and informed by current research. It is very much practically based and of course, it accommodates all of our constraints and aspirations, as it ought to reflect the primary PE we implement in primary schools.

Roehampton Lifelong Physical Education

- We use one main textbook (electronic and hard copies in library); Children Moving, a reflective approach to teaching Physical Education (Graham et al., 2020). It has all the content and pedagogical knowledge needed to plan and teach inclusive experiences and lessons. You will be mentored upon how to identify developmentally appropriate learning objectives as you create engaging progressions toward these, using the critical elements of the skills to underpin formative success criteria. Movement education starts from early years into Physical Education. As we move into Key Stage 2 we extend planning and teaching through an inclusive games approach; Games for Understanding (Bunker & Thorpe, 1986) to ensure that the fundamentals mastered by the end of Key Stage 1, are effectively transferred into a wider set of participative experiences in and beyond the school setting. See here: Please visit: https://padlet.com/alisonmurray/tbm2zenrdhof2idl for an overview.*

- Our approach rests upon developmental principles and relies upon your participation to transfer these life enhancing skills, values and competencies. PE, within the primary school context, has an important and unique contributing factor to the whole educational process. By becoming a critical consumer of what schools can use, adapt and or create for their PE curriculum, we can plan and provide quality PE. Most importantly we provide a basic framework upon how to create inclusive PE experiences which reflect pupil interests from a wider community perspective.

Getting ready for PE

- In preparation, please retrieve our PE text.
- **Reading**: Do read chapter 3 (pg 31-39) of our class adopted text; Children Moving (Graham et al., 2020). And come to class ready to participate in teacher education PE each session.
- **Practical pedagogy support**: We analyse movement skills- to move and manoeuvre in the same place, to travel and to combine these using equipment. Print off a movement analysis framework (movement wheel)-found on page 36 (Figure 3.1; also seen in our general padlet*) to help with this.
- **Participating**: Have some fun as you try out some of the fundamental skills which underpin and drive our PE national curricular guide. (Note. Fundamental movement skills are the basis for all developmental frameworks). You can use our videos as a starting point (Table 1) to see models of the skills found in our national curriculum, using agility, balance and coordination progressed from early years.

Key Text

- Graham, G., Holt/Hale, S.A. and Parker, M., Hall, T. and Patton, K. (2020) *Children Moving, A Reflective Approach to Teaching Physical Education*. Tenth edition. McGraw Hill.

Supporting Texts

- Bunker, B., and Thorpe, R. (1986) The curriculum model. In R. Thorpe, Bunker, D., & Almond, L (Ed.), *Rethinking games teaching* (pp. 7-10). Loughborough: University of Technology, Loughborough.
- Gabbard, C. (2021) Lifelong motor development. Lippincott Williams & Wilkins.
- Griggs, G. and Randall, V. (Eds.) (2022) *An introduction to primary physical education*. 2nd edition. Routledge.
- Mosston, M. and Ashworth, S. (1986; 2008) Teaching physical education.
- Stiehl, J, Morris, D., and Sinclair, C. (2008) *Teaching Children Physical Activity: Change, Challenge and Choice*. Human Kinetics.

Useful websites -policies, advocacy and resources

https://fhcappg.org.uk/	APPG on a Fit and Healthy Childhood
www.afpe.org.uk	Association of Physical Education
http://www.youthsporttrust.org/	Youth Sports Trust
http://www.pecentral.com/	PE Central

https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study
https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2

Preparation for Religious Education

Religious Education (RE) helps pupils to explore themselves and the world in which they grow and flourish. It invites children to confront the depth and richness of the many expressions of faith and belief that people within our society consider to be important and provokes pupils to engage with profound and challenging questions relating to matters of ultimate value. Furthermore, RE helps young people to reflect on their own sense of identity, spiritual perspectives, and sense of meaning and it provides an opportunity for them to participate in respectful dialogue with those who hold different positions.

Religious Education is about people, including ourselves and our pupils. It focuses on beliefs, actions, and the question of what it is to be human. It seeks to understand why individuals and communities believe what they believe and act the way they act. It explores what it means to be religious or otherwise in today's world. It seeks the individual voice so that everyone can tell their own story.

Students should bring to the sessions any experiences they have of Religious Education in primary schools and an open heart and mind. Before the course, it would also be helpful for you to be attentive to the many manifestations of religion and belief that you may come across in the area in which you live. These may include places of worship, forms of religious dress or behaviour, shops selling religious items, posters and car stickers, memorials, and other religious symbols.

You can prepare for the course by reading the following books:

- James, M. and Stern, J. (2019) *Mastering Primary Religious Education*, London: Bloomsbury Academic.
- McCreery, E. (2008) *Achieving QTS: Teaching Religious Education (Primary and Early Years),* Exeter: Learning Matters
- Pett, S. (2015) *Religious Education: The Teacher's Guide*, Birmingham: RE Today Services.
- We also strongly suggest you invest in the following as a trusted source of subject knowledge for Primary RE: Teece, G. (2012) *The Primary Teacher's Guide to Religious Education*, Witney, Scholastic.

Useful websites
Celebrating RE: http://celebratingre.recouncil.org.uk/
RE:Online: https://www.reonline.org.uk/
The National Association of Teachers of Religious Education: https://www.natre.org.uk/
RE Definitions: http://re-definitions.org.uk/
The Religious Education Council of England and Wales:
https://www.religiouseducationcouncil.org.uk/

Virtual tours (please view these before you start the course)
Westminster Abbey: https://www.westminster-abbey.org/learning/virtual-tours
Westminster Cathedral: https://www.westminstercathedral.org.uk/tour.php
The Mikvé Israel-Emanuel Synagogue: https://snoa.com/photos-virtual-tour/
Virtual mosque tours: https://www.visitmymosque.org/virtual-tours-2020/
Gangaramaya Buddhist Temple: https://www.p4panorama.com/panos/gangaramaya-temple-colombo-360-degree-virtual-reality-tour/
Kadavul Hindu Temple:
https://www.himalayanacademy.com/virtualtour/?route=/location&location=kadavul-temple
Guru Nanak Darbar Gurdwara, Dubai: https://www.p4panorama.com/Gallery.aspx/guru-nanak-darbar-dubai-360/