

**Primary Schools Partnership
October Newsletter**



20
25

A message from our Deputy Dean,

Dear colleagues,

I hope you are all very well.

I wanted to direct you to an evaluation study by the University of Gloucestershire which found that capacity for mentoring in schools has intensified in recent years. We know this from experience. Schools have faced increasing demands due to the ECF as well as from ITE providers requesting placements. The Education Policy Institute has warned that without greater resourcing, 'mentoring risks becoming tokenistic, with mentors too overstretched to provide meaningful feedback'. This is not what we are seeing with our partner schools. We see dedicated mentors doing an amazing job, but we do recognise the pressures in the system.

A recent [Schools Week article](#) poses a question about whether AI could have a role to play in supporting some forms of mentoring. The article refers to a primary school where staff have used AI in a coaching capacity. The teachers record their lessons and run the transcripts through AI which gives them feedback on strengths and areas for development. The model provides potential benefits in terms of immediate and private feedback that can feel less judgemental. The Chartered College of Teaching states that such innovation can 'democratise access to coaching'. This could potentially be used as a form of staff development for all teachers.

If any colleagues have considered using AI in these ways we would be very keen to hear about it (matthew.sossick@roehampton.ac.uk).

My colleague Miles Berry has set up an AI bot about current ITE policy which you can ask questions of. This can be found [here](#). Thank you to Miles.

Best Wishes,

Matthew Sossick

Matt Sossick

Deputy Dean and Head of Initial Teacher Education (email: matthew.sossick@roehampton.ac.uk).



In this issue

Some features this month include a fascinating insight into the history of food and nutrition at the University, our first-year undergraduate's visit to the Victoria and Albert (V &A) Museum, thoughts about postcards and Roehampton's, 'Secret Garden.'

Can you help with Mock interviews and/or a survey about training received to support teaching of the English Language. If so, please see details below.

Calling all SLT

Can you support our online mock interviews for Year 3

Undergraduates?

If you have any queries, email:

anthony.barlow@roehampton.ac.uk



Want to get involved?

When?

Thursday 11th December 2025 between 9am-1pm

Commitment

from one slot (30 minutes) to the whole morning!

What?

Each candidate will have a 30-minute 1-1 interview.

They're seeking work from September 2026. Our aim is to pair them with relevant schools.

We can supply questions, or you can use your own. Anyone in your team can take part – this can be useful CPD experience.

Simply supply us with a Google, Teams or Zoom link which we will share with the candidates

Sign up here

<https://forms.office.com/e/zHzaYrUpn5>

A Strong Start to the Year at the Victoria and Albert Museum

The BA QTS Year One students began their academic year again with a visit to the Victoria and Albert Museum. The day provided an opportunity to connect with object-based curriculum



materials and real-world contexts. This encouraged students to think about professional practice with their peers, fieldwork and risk assessment, and the wider educational possibilities offered for their subject knowledge by studying so close to many world-class museums.

Student teachers, many of whom were first-time visitors, were introduced to the range of opportunities across the V&A's sites — at South Kensington, Bethnal Green, and the new V&A Storehouse at the Queen Elizabeth II Olympic Park in East London.

Anthony Barlow, Programme Leader, reflected that it was exciting to sit, speak and learn in the same lecture theatre once used by Charles Darwin!

The visit's main purpose other than to provide a space for socialising off-campus was to spur on the students in their first formative writing task. This exercise focuses on developing key academic and professional skills, including reading critically, accurate referencing, and writing reflectively — all central to becoming thoughtful, well-prepared teachers.

The pieces of writing that have been produced by students reflect the ability of museums and alternative learning environments to inspire creative thinking and engaging learning opportunities. Claire Lipscomb commented that, 'Students have demonstrated purposeful links between curriculum objectives, learning activities and an understanding of how wider cultural experiences can impact engagement for Early Years and Primary aged pupils. This is a great start to the students' journey into teaching.'

Our visit also welcomed our new **Teacher Degree Apprentices** who joined the wider cohort for the first time. Over the next four years, they will combine part-time study with work in their host schools. We look forward to developing this exciting new route further. Do ask us if you think you have staff without a degree who might benefit from this paid training route. [Find out more here.](#)

The day set a positive, purposeful tone for the year ahead, as students prepare for their initial school visits, intensive placements, and the next stages of their journey toward qualification in 2028 and 9. Thanks, once again, to the V&A for hosting us!

Are you a teacher, trainee teacher, or teaching assistant in a state or independent primary school in England? Please help us by completing [this survey](#).

We are looking at the training and support you have received, or are receiving, to teach English language and/or other languages as prescribed by the National Curriculum. We would love to have your views so that we can raise them in the context of the ongoing Curriculum and Assessment Review, from Committee for Linguistics in Education (CLiE).

London has officially become a City of Languages

This is an initiative akin to other Cities of Languages initiatives and we are running a logo competition, which you, your Primary School partners and students may be interested in. You can find info on this here London: City of Languages – Logo Competition! - London: City of Languages. The deadline is the 10th of November.

Alien assistance to understand money from BBC Bitesize

BBC Bitesize Primary has launched Space Shoppers Money Funfair, a new game to help KS1 pupils get to grips with using money. It features aliens who have landed on earth at the Money Funfair and need help to learn how humans use money.

In a series of short, colourful games, children can help the aliens to buy lunar lollies and astronaut stickers. They also have a chance to help them to sell their own out-of-this-world produce, including delights such as refreshing Saturn smoothies and tasty moon dogs.



Space Shoppers

Money Funfair helps pupils to learn about the value of different coins, recognising the symbols for pounds and pence, combining coins and notes, giving change, plus lots more. It is a fun way for children to practice their maths skills in an interactive and engaging format.

Visit: <https://www.bbc.co.uk/bitesize/articles/zvfcp9q>

Snapshot from the Archives

by Stevie Russell

In this Snapshot we celebrate both "[Snack-tember](#)" and FAO [World Food Day](#) with a look back at food and nutrition in our colleges over the years.

The [British Nutrition Foundation](#) (BNF) has designated the month of September 2025 as "[Snack-tember](#)", aiming to encourage children and young people – and those involved in their care and education – to make healthier, more sustainable and better informed snacking choices. World Food Day calls for action on a peaceful, sustainable, prosperous, and food-secure global future. With all our new and returning students arriving on campus for the new academic year, it seems timely to look back at some of the menu choices offered in the past, both to Roehampton students and to the children at associated schools. Some of these past menu options ("dead baby", anyone...?!) may make us appreciate the much more varied campus catering on offer today!

Food and nutrition in teacher training has always been important at Roehampton and is still in our PGCE curriculum today; and Nutrition as a subject in its own right is taught at both undergraduate and postgraduate level in our School of Life and Health Sciences. Read on for more tasty morsels from the College archives...

Whitelands Archivist, Gemma Bentley writes:

An emphasis was placed on the teaching of nutrition or cooking from the earliest days of Whitelands' foundation; female teachers were expected to have the same domestic skills as housewives of the time. The report 'as to the proposed Female Training Institution', presented to the National Society on 24 June 1841, includes the following proposals:

"A Cook and a housekeeper with one or two inferior servants will be allowed, but all the light housework should be performed by the boarders [students] and the principle laid down by the Society to be acted upon according to the best of her own judgement by the Head of the Establishment should be to identify the character of a good housewife with that of a Schoolmistress.

In accordance with the same view, she will attach great importance to every kind of needle, culinary and other industrial work, of which the knowledge can prove useful to children in National Schools and it is hoped that this Department of the Institution may assist in defraying the expenses."

Fifty years later, the continuing importance of these aspects of teacher training can be seen in the 1891 Whitelands College annual report. This featured question papers for Sanitary Science and Theoretical Cookery examinations. The latter included the question: '*How would you teach a child to make a meat pie for her father to take into the fields for his dinner?*' - which gives a poignant glimpse into the lives of some of the children they would go on to teach. Both exams carried £5 donated prize money (about £500 in today's money).

SANITARY SCIENCE EXAMINATION.

NOVEMBER, 1891.

£5 (given by MRS. DICKINSON) in prizes for the 12 best papers.
All the questions must be answered.

1. Give in ounces the average daily diet for a child of 10.
Explain exactly what becomes of a meal of meat and potatoes in the body, using a diagram to illustrate.
2. Explain the terms *hard* and *soft* and *mineral waters*, giving examples. What is the use of each kind?
What are the common dangerous impurities found in water, and how would you make the water harmless from each suspected impurity?
3. Give notes of a lesson to Standards V., VI., VII., girls on the necessity and method of ventilating a bedroom. Give diagrams such as you would use on the B.B. *Let all the space on the page be devoted to the "notes" and "method" and illustrations.*
4. Describe the following with diagrams:—
 - (1) Ventilation of drains.
 - (2) Trapping of drains.
 - (3) Disconnection of drains.
 What are the dangers of sewer gas?
5. What is Jerry building?
Draw *one* plan of a model girls' school, playground, offices, etc.
6. Describe a perfect method of warming and lighting a schoolroom. Illustrate by *one* or *two* good diagrams.
7. Give a list of the necessary articles (with the reasons why) to be found in a school medicine chest.
What would you do in the following cases:—
 - (1) A child rushing across the schoolroom with clothes on fire.
 - (2) A severe cut on the back of a child's head.
 - (3) A piece of pencil in a child's ear.
 - (4) A child has a severe nose bleeding.
 - (5) A needle in a child's hand.
8. State respectively the importance of:—

(a) Rest and sleep. (b) Physical exercise. (c) Fresh air. (d) Recreation. (e) Bathing.	}	For Children.
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What are the best kinds of physical exercise for children?

THEORETICAL COOKERY EXAMINATION, 1891.

£5 given in prizes, by the DUKE OF WESTMINSTER, for the twelve best.
(The marks for the practical cookery will be included.)

All questions must be answered. One on a page. One hour allowed.

1. How would you clean a close range; and how would you lay and light a fire in it?
What stove or range would you advise for a cookery class in your school, and why?
2. In how many ways can you cook cold meat? How do you make Shepherd's pie? How would you teach a child how to make a meat pie for her father to take into the fields for his dinner?
3. Give a recipe for fried plaice. What does it cost a pound (a) at Billingsgate, (b) at Grimsby, (c) in Chelsea.
4. Give notes of a lesson on the making and importance of beef tea.
5. Explain the terms Carbo hydrate and Hydro carbon; for what temperature is each suitable as a food, and why?
6. What is the action of cooking on:—
Potatoes, Peas, Beef, Cabbage?

College catering

We also have evidence from this time about what the students themselves ate. The college's 'Jubilee Annual Report' for 1891 includes a 'Dietary' section detailing the seemingly unchanging weekly menu. The only substantial meal was the midday dinner, while there was bread, butter and coffee (tea on Sundays) for breakfast and tea, with bread and butter and half-a-pint of ale or broth for supper.

DIETARY :

Breakfast and Tea. Sunday, bread and butter, and tea.
Other days bread and butter, and coffee.

Dinner. Sunday. Cold roast beef, vegetables, tarts or puddings.

Monday. Roast legs of mutton and vegetables.

Tuesday. Hot roast beef, vegetables, suet pudding.

Wednesday. Irish stew, vegetables, batter pudding.

Thursday. Salt beef, vegetables, currant or treacle pudding.

Friday. Boiled leg of mutton, vegetables, rice pudding.

Saturday. Pea-soup, boiled mutton, vegetables.

Supper. Bread and butter, $\frac{1}{2}$ pint ale or broth.

We don't know what the students thought about the food at this time, but we do have some feedback from the 1930s. The Archive holds some reminiscences written in 1984 by Marjorie Harfst, a student at Whitelands from 1933 to 35:

"My only critical memory is of food. Most of us rated it pretty low. I always maintain that for two years I lived on bread and potatoes and all the mountains of calories we gorged in our rooms. So, I emerged two stones overweight, and refused to eat eggs for a further two years. We had such charming names for the dishes offered, e.g. Murder on the Alps, Putney Pavement, and (horrors! a grey flannel roll with a thin pink liquid oozing out) Dead Baby!"

Froebel Archivist, Kornelia Cepok writes:

The growing and cooking of food has always been an important part of Froebelian teacher training and was integrated into the curriculum at Froebel's original kindergartens. Cooking is one of Froebel's [Occupations](#), being an activity in which children can engage creatively whilst developing vital skills, knowledge and attitudes (such as measuring ingredients, handling utensils and learning to share tasks and meals). You can read more about this on the [Froebel Trust's website](#).

Froebelian schools and kindergartens also gave children the opportunity to grow their own food, engendering a close connection with nature and knowledge of food production. The schools would have their own kitchen gardens where the children could tend to the plants and eat the

produce. This postcard from the Froebel archive, written in the mid-nineteenth century, shows an illustration of Froebel's "Spiel-platz" at Blankenburg, with a handwritten note reading "The children's little gardens are plainly seen."



Such scenes were still common at Froebel schools in the early twentieth century. This photograph shows children digging a garden at Froebel

demonstration school in Colet Gardens, West Kensington in 1903:

Froebel College also has a long history of growing food on campus. The 1922 issue of "The Link" (Froebel Student magazine) mentions a "small newly-planted orchard" in its description of the new premises. The Froebel Education Institute (FEI), as it was then, had just bought Grove House and its grounds the year before and it is reasonable to assume that they had planted fruit trees for the supply of the college kitchen to cater for their residential students and general college life. The kitchen garden, the orchard and the wider college grounds were used as part of the curriculum as well, with the entire holistic cycle of food growing and caring for living things being a Froebel Occupation (as above).





This map created by a student c1950 shows that Grove House's kitchen gardens (bottom right corner) and orchard were still in use at that time:

This tradition continues today with the [Growhampton](#) food sustainability project run by the Students' Union and Hillary Nevyjel: growing and preserving produce on campus, tending free range chickens, and teaching students and the local community about sustainable food production. The old orchard still supplies a wide variety of apples

and is surrounded by abundant blackberry bushes.

In 1918 Froebel student Doris Densham kept a notebook detailing all of the daily activities she planned for the kindergarten at which she worked, presumably on placement. These activities revolved around the seasonal cycle of nature: gardening, growing and preparing food (e.g., growing beans and potatoes, harvesting tomatoes to eat later that day, or making butter and cream cheese). This would instil in the children a deep understanding of nature, our dependency on it, and collective responsibility towards living things in relation to it. This page from her notebook shows the careful preparation that went into even the simple activity of picking string beans, and what the children would gain from it:

“Indirect aims:

To develop sense of colour, appreciation of nature, to strengthen fingers and develop sense of order and sense of form. To train children to use scissors.”

The importance of these activities survives in the Froebelian curriculum today, as shown in this recent [case study from Guildford Nursery School](#).

The FEI also ran nursery schools in underprivileged areas of London, and placed great importance on good nutrition for these children, who were often undernourished. The annual reports of these schools, held in the archive, give full details of what the children ate. The following examples are from Somers Town nursery school in 1914 and Notting Hill nursery school in 1921. The main course offer is not much different between the two (Scotch broth, bean or lentil soup, stewed beef, fish on Fridays), but the dessert menu has improved slightly by 1921, with chocolate blancmange added to the suet pudding, stewed fruit and custard of earlier years.

MENU.	
MONDAY.—	SCOTCH BROTH, MILK PUDDINGS.
TUESDAY.—	HARICOT BEAN SOUP, SWEDISH BREAD, SUET PUDDING.
WEDNESDAY.—	STEWED BEEF, POTATOES, MILK PUDDING, FRUIT IN SEASON.
THURSDAY.—	LENTIL SOUP, SWEDISH BREAD, TREACLE SPONGE.
FRIDAY.—	FISH AND POTATOES, FRUIT PASTY.

TIME TABLE.	
9.0-9.45.—	Changing shoes, ribbons, and general tidying. Dusting, polishing, care of animals and plants.
9.45.—	Morning Hymn and songs of greeting.
9.55.—	Nature observation.
10. 5.—	Varied occupations and stories.
10.30.—	Lunch and free play.
11. 0.—	Dancing, singing, and games.
11.20.—	Free occupations.
11.45.—	Tidying and washing of hands and faces.
12. 0.—	Dinner.
12.45.—	Rest and sleep.
2. 0.—	Teeth-cleaning, washing and general tidying.
3. 0.—	Singing and games.
3.20.—	Free play and occupations, changing shoes.
4. 0.—	School closes.

DINNER MENU.	
MONDAY.	Haricot Bean Soup, Baked Bread and Potatoes. Porridge, or Stewed Fruit and Custard.
TUESDAY.	Stewed Beef and Potatoes. Treacle, Jam or Fruit Tarts.
WEDNESDAY.	Pea Soup, Potatoes and Baked Bread. Boiled Rice and Treacle.
THURSDAY.	Scotch Broth and Potatoes. Milk Pudding or Chocolate Blancmange.
FRIDAY.	Fish and Potatoes. Treacle Sponge or Boiled Suet Pudding and Jam.

FARTHING SHOE AND DINNER FUNDS.	
1921.	
May	Mrs. Poulteney £ s. d.
July	Mrs. Macphail 0 7 0
October	Miss E. Chaplin 0 1 7
"	Mrs. Poulteney 0 0 4
"	Miss J. Browne 0 10 8
Nov.	Miss M. Lever 0 6 0
Dec.	Miss M. Clark 0 10 0
1922.	Mrs. Hudson 0 6 0
March	Mrs. Poulteney 0 5 6
	£2 8 5



This photograph shows children from the Notting Hill Nursery School enjoying a meal outdoors during their summer holiday at Rookshill in 1933:

When the schools were evacuated to the countryside to avoid London bombings during the Second World War (as recalled in

a [previous blog post](#)) it was seen as a boon in terms of access to fresh food. You can sense the delight of Miss Jebb, FEI Principal at the time, when she wrote in December 1941 that the relocated children of Somers Town School were '*busily eating poached eggs (think of it!)*' and '*demolishing baked apples and very milky milk pudding*' - luxuries that were not available to those still surviving on powdered egg and rations in the cities!

And finally, **Southlands Archive Historian, Gilly King** shares this culinary memory that originally appeared in *The Southlander* magazine in 2023. At the Southlands 150th Anniversary meal that year, our Muslim Chaplain, Sabiha Iqbal, found herself exchanging food nostalgia with one of the guests, Angela Macquiban, who had studied at Southlands from 1969 to 1972. The exchange inspired them to co-write an article, entitled *Food, Friends and Fun*, reflecting

that *'There's nothing like experiencing a meal together, sitting at a table eating can lower barriers and build bridges - often a way strangers become good friends.'*

Angela had fond memories of a particular dessert that was served at Southlands at that time, known as 'Swedish Apricot':

"'Swedish Apricot', was a delicious pudding that was served to students on special occasions. The recipe was published in an issue of the Southlands magazine not long after Angela left college so it seems students must have been keen to try making it themselves. Angela had made it countless times over the years, and it's always gone down well, literally! It is very easy and very delicious, as Sabiha and a dozen students can now attest too!..."

Thanks to Angela, you can *'keep the Southlands culinary tradition going'* with the recipe she has shared below. From this distance it seems classic 1970s fare that might not meet the BNF's health and nutrition standards today - but as Angela and Sabiha point out in their article, it can very easily be made into a sustainable recipe, if you use vegan and fair-trade ingredients.



Ingredients:

250g dried fairtrade apricots

1/3 pint whipping cream (or vegan substitute)

125g butter or vegan margarine

125g fairtrade muscovado sugar

Cornflakes

Method:

Soak apricots and stew until soft then mash (tinned apricot can also be used, or mango, pears or other fruit - just

drain the syrup).

Place apricots in a serving dish and when cool, cover with whipped cream.

Melt butter/margarine and sugar in pan over low heat, then add cornflakes and mix well. When cooler spread mixture over cream.

Southlands continues the tradition of sharing food as a way of bringing diverse people together. Last year's International Dessert Festival, for instance, encouraged students to contribute a dessert from their home country's cuisine. The [Instagram story](#) gives a tasty flavour of this delicious event!

Why not try this recipe and let us know how you get on - and perhaps share your own favourite family or regional recipes with us in the comments!

Article originally published here: <https://library.roehampton.ac.uk/archives/blog>

Subject Advisory Panel

What is the
future of
geography?



**Anthony
Barlow,
Subject
Leader for
Geography
and
Undergraduate
Programme
Leader**

The first
**Geography
Subject Advisory
Panel** of the year
met to explore a
theme of the

future of the curriculum in geography. With the DfE Curriculum and Assessment Review reporting soon, my hope is that in this subject we will be given a statutory 'push' to focus on the facts behind local, national and global planetary crises.

As you can see from the context, we put this into at Roehampton (below), while many facts may be alarming, children need a locational context in which we place these. Our judgement is also that a sense of *hope and possibility*, not just *emergency*, should infuse our teaching with our youngest learners. Using our city as an example of a very urban, human-influenced landscape, we might demonstrate positive changes that we have and might make as a society, to meaningfully adapt and be resilient, alongside a deep knowledge of how things are also changing fast.

Our discussion considered the Roehampton taught curriculum alongside schools' curricula and challenges, all linked by the question of how geography as a subject above (and alongside others) might help us better understand this changing world.

What future? Picturing it first

I sparked the conversation with my explorations with Generative Ai to imagine possible visions of the future. What does this spark in our minds? Take a look at the images here of Camden and Merton. *What is the future of our city? What might transport look like? How will our cities change with heat, fire and floods being more of an everyday occurrence? How does **place** shape people and how we, in turn, shape places.*

This then led into a discussion on curriculum knowledge about location. Understanding *why* locations are called what they are can tell us so much about their history, geography and past identity.

Recommended resources

One recommended resource from the session was on land use, a helpful YouTube short film we use with student teachers called *The Earth in 100 Seconds*. Its figures are striking: Only about 5% of the UK is built on — e.g., housing, infrastructure, and so on. Globally that figure drops to around 1%. Yet nearly 20% of the UK (and world's) use of land is for raising and grazing cattle and sheep. Could this be different? How? What impact does our consumption have?

A useful, new initiative teachers should be aware of is the DfE's [National Education Nature Park](#), that focuses schools on getting active in sustainability projects. **Did you know that by this year, every school should have a nominated sustainability lead as part of the national *Sustainability and Climate Change Strategy for Education*.** This links directly to opportunities for schools and pupils to engage in adaptation, biodiversity, climate education, careers, and decarbonisation.



Curriculum changes at Roehampton

At the university, we're already taking practical steps to support this. Community-focused stories are important, and as highlighted elsewhere in this newsletter, we're encouraging student teachers to get outdoors and explore local land use — from protected spaces such as Barnes Common and Putney Heath to community initiatives like the [Roehampton Garden Society](#). Such experiences: local, nearby and connecting us to the community, help students understand how the subject of geography connects people, places, and the planet, through heads, hands and heart approaches.

As Ofsted argue: "Teach pupils about fieldwork. Pupils should know how to collect, present and analyse data, and how to reach and evaluate conclusions based on this data. Some of this should include first-hand experience of collecting data. Pupils should get better at carrying out fieldwork over time...Through observing, collecting data for themselves, analysing it and describing their findings, pupils learn how to view and record the environment around them. One benefit of this is that they become immersed in relevant thinking, and so key geographical knowledge sticks in their memory. Fieldwork also provides opportunities to draw together different forms of geographical knowledge. To be able to explain what they have observed, pupils must draw on their knowledge of human and physical processes, as well as knowledge about location." ([Ofsted, 2023](#))

Our key message from the panel was clear: there are *big wins* to be made by engaging children and expert networks, including the **Climate Ambassadors**, are available to help guide and support schools over the coming years while this important work is funded.

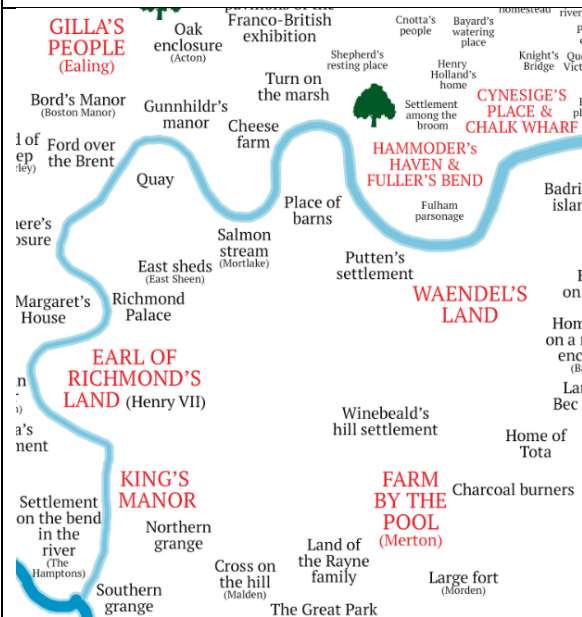
Practically showing this to children

The final thing discussed in the Advisory Panel was the importance of what we see in front of us, even streets. How might we make these more of a pleasant space and a home for nature, rather than the domain of motor vehicles. See the images below with examples of how streets can be managed, greened and how rain gardens might support flood resilience. Showing children such positive stories, where those in power decide our everyday environments should not be pleasant and suitable for – beyond a focus on just green spaces, parks and gardens.



An Ai generated version of a *possible* future view of Camden and Merton in 2050. Sources: Author/ ChatGPT.

Is this similar to anywhere today? What might Ai have got its inspiration from? Where is all the motor traffic? Does the image change if you change the prompts? What plans are there from local authorities to create landscapes like this?



A small extract of a larger map we shared. At the heart of the curriculum is location: geography is about where, what and why.

Source: [Londonist](https://londonist.com/london/maps/etymology-map-of-london-place-names)

<https://londonist.com/london/maps/etymology-map-of-london-place-names>

A quick way into a location's geography is through the question: why is it called that? Often these tie in with physical geography features which can be hidden when we consider how built up they are today but would have been very visible (or impassible) to our ancestors.



<https://danravenellison.com/portfolio/earth-in-100-seconds/>

A useful companion to the UK in 100 seconds. There is a UK National Parks in 100 seconds, Netherlands in 100 seconds and more. Find them all [here](#).

Creating a sustainable future through education

- DfE expects all education settings to:
- create or develop a **Climate Action Plan**
 - nominate a **Sustainability Lead**

- A** adaptation
- B** biodiversity
- C** climate education and careers
- D** decarbonisation

Sustainability Support for Education



The [sustainability and climate change strategy for education](#) states: "By 2025, all education settings will have nominated a sustainability lead and put in place a climate action plan". This includes early years settings, schools, multi-academy trusts, colleges, and universities.

Wherever you are on your sustainability journey, this non-statutory guidance and the support now available can help you get started or take the next step.

Support is available to nurseries, schools and colleges and is provided by DfE through:

- [Sustainability Support for Education](#): provides resources, services and tools to help you identify appropriate action to develop, or build on, your climate action plan
- [Climate Ambassador Programme](#): provides access to on-the-ground volunteer climate ambassadors and regional networks to support the development and delivery of impactful climate action plans, working in partnership with [Let's Go Zero Climate Action Advisors](#)
- [The National Education Nature Park](#): provides curriculum-linked resources and practical activities to engage children and young people in nature and the improvement of their local environment. Participation in the Nature Park is a great way to add meaningful education, skills and biodiversity action to your plan

Join the next geography Subject Advisory Panel on Wednesday 7th January – details later in the newsletter. The most recent Subject CPD was on physical geography and a recording of this [can be found here](#).

Does anyone still send postcards?

Emily Rotchell

Each year PGCE tutors are asked for material for our PGCE Primary pre-course booklet. This guide helps students to prepare for the start of the PGCE course each September. In geography, we have asked students to start to collect different materials (see below) to consider in sessions, to look at couple of key websites, and upload a few apps they might use in sessions (e.g., Kahoot and Decibel X).

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	

In 2024, I set a new task – for the students to send a postcard to introduce themselves. This worked well for me as I could send a thank you reply and introduce myself via email to these students and display their postcards in the geography room. I was then really interested to see over the summer of 2025, on BBC news – "Does anyone still send postcards?"

<https://www.bbc.co.uk/news/videos/c627nwpq5q9o> . I think one of the participants in the

interview summed it up beautifully, saying, “It’s a more exciting and engaging way of communicating from distances (than a text for example).”

According to Judges Postcards in Hastings, “the demand is still there for postcards - and potentially increasing (BBC clip below). The revival of the postcard <https://www.bbc.co.uk/news/articles/cpwy1zg8q98o> may be happening now.”

The postcard has links to history, as well as geography. You can see information on the history of the postcard here: <https://www.postalmuseum.org/collections/highlights/postcards/>, with 2020 marking the 150th anniversary of the British postcard.

In Summer 2011, Simon Catling and Paul Baker wrote an article in the Primary Geography journal about exploring postcard maps. They concluded that, “Postcard maps provide fascinating insights into places: what might be seen locally as important, valued or worth visiting; how such features



and places are depicted, and how we create images of places for other people. They tell us a lot about maps as representations of the townscape or landscape, of regions, nations and the world. They can help pupils to see that maps are ‘everywhere’ and are informative, colourful and used to sell or marketplaces to visitors and non-locals.”

For young children a postcard sent to or from school can also link in nicely to thinking about an address, how things get to different places and the significance of each line of the address, this could even be compared to addresses of schools overseas and link in with your learning about distant localities.

Postcards can be a nice way to introduce learning about different places – who chose this view, why was it chosen, what photo would you choose leading onto more detailed geographical enquiry questions about places relating to finding out more what places are like.

Do you still send postcards, or have you used them in your teaching, if so email e.rotchell@roehampton.ac.uk

What's in Roehampton's Secret Hidden Garden?

Geography in human and physical geography through exploring growing spaces and fieldwork with Sacred Heart Primary School



Year 2 Geography QTS Specialists joined pupils from Sacred Heart Primary School on a morning of discovery at the local Roehampton Garden Society allotments.

The visit invited Year 1 and 2 pupils and trainee teachers exploring, questioning, and experiencing the joy of learning outdoors — all sparked by one question: **What's in Roehampton's secret hidden garden?**

The secret garden is an amazing space hidden behind corrugated iron gates just off Dover House Road, SW15 - a special site that has been growing produce for over a hundred years.

Everything from grapes and olives to corn, carrots, and cabbages are grown here by hundreds of local residents.

Perhaps the most unusual sight was the long, descending Uppo, long melon or Calabash gourd; this is not something you see every day in Sainsbury's! *Butternut Squash Tromboncino* is another name we were given!



As a Geography QTS tutor, I've been fascinated by these allotments for years. For these young learners we focused particularly on what was visible, what's there at this time of year, and a focus on the story of food and seasons. Each allotment plot was different - greenhouses and sheds, raised beds, fruit trees, flowers and bushes; spaces that mirrored the choices and individuality of those who tend them. Even in early October, the allotments were bursting with life, it is no surprise there is a years' long waiting list to have one of these!





Our activities focused on three objectives: **Hunting, Drawing and Handling** a variety of different vegetable and fruits you might find. We were delighted to be supported by the friendly allotment holders who spoke to the children and students. Thanks to them all for hosting us.

We used site-specific 'spotting sheets' to encourage pupils to search for the different produce, as well as to notice colours - we spotted many shades of green! Then there were shapes, patterns and textures of the many different plants. We used our voices at the end to sing our self-penned finale, an allotment rewriting of *The Wheels on the Bus...* The Carrots in the Soil go deep, deep, deep and Pumpkins in the patch etc. All with an eye to enhance pupils' vocabulary development and ability to make sense to this landscape and to notice.



What stayed with me as the geography tutor most was the children's sense of joy and wonder: geography can create opportunities to work in different ways. Be that sensory ones: crouching to peer at a courgette flower, or breathing in the fresh grown scent of tomatoes on the vine. Or that might have been more physical: trying (with a tutor's help) to push a fork as big as their chest into the heavily compacted earth!

For many learners, it was not only their first fieldtrip out but it was also their first chance to experience food growing and gardening up close. Many children do not have gardens at home and so this allotment space was a 'living classroom' ripe for exploration.

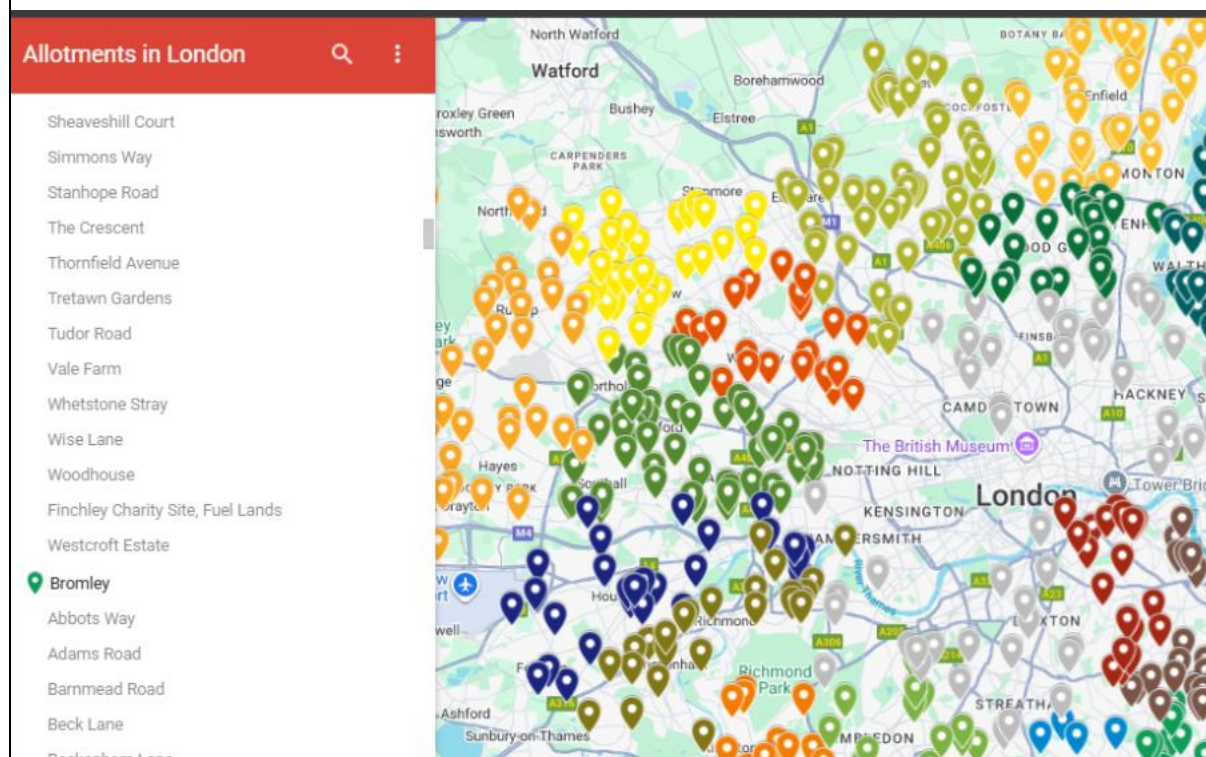
Before their visit, all the children had read *The Secret Sky Garden* by Linda Sarah and Fiona Lumbers — this story of Funni, a girl who transforms an unloved urban space into a green haven, forging



community and connection along the way.



For our student teachers, too, the day also opened up practical insights — from planning and risk assessment to managing activities outdoors. Afterwards, we reflected together on what worked well, what we'd improve next time, and how repeated visits to a site such as this might deepen learners' understanding of the seasons and wonder of the story of our food. We also engaged with the very real decisions that teachers have to make — should this be more adult-led or exploratory, should it be about discovery or guidance. The recent Fieldwork report from the Geographical Association allows us to see these choices, with the best fieldwork being, most likely, a mix of all three.



Where are your nearest allotments? Might you take your children there?

Source: <https://www.allaboutallotments.co.uk/associations-london/>

By Anthony Barlow

Events

We are writing with details of our two annual CPD programmes, which you are warmly invited to join. Both are free, and online.

Firstly, our Subject Advisory Panels will run over the Autumn and Spring. The focus of these panels is CPD for all teachers in partner schools (whether they are mentoring students or not); UoR Subject Leads will share information about the ITE curriculum in their subject; key readings and research that underpin the ITE curriculum (including Ofsted Reviews where applicable); subject association developments; and discuss any other relevant CPD opportunities. All panels will be online – full details are in the attached 'Subject Advisory Panel' flyers.

Secondly, we are running a subject CPD programme across the year aimed at school mentors. The focus of these sessions will be best practice in mentoring and observing in the subject across all primary phases, and current research/developments within the subject area. Sessions will be 1 hour, online.

Subject Advisory Panels: Autumn 2025

Please register your attendance here: <https://forms.office.com/e/2VfadVZfvv>

Links to access the sessions are in the table below.

Subject	Date and time	Online Meeting link
Art and Design	Jo Nugent jo.nugent@roehampton.ac.uk Tuesday 21 st October 16.00 - 17.00	Join the meeting now Meeting ID: 360 630 962 179 5 Passcode: AB2Vk3sM
Computing	Lynda Chinaka Lynda.chinaka@roehampton.ac.uk Wednesday 26 November 4-5pm	Join the meeting now Meeting ID: 358 517 064 521 0 Passcode: bY3T59dp
Design and Technology	Sue Miles-Pearson s.miles-pearson@roehampton.ac.uk Thursday 23 rd October 4-5pm	Join the meeting now Meeting ID: 364 670 088 474 1 Passcode: UP36EJ99
English	Kerenza Ghosh K.Ghosh@roehampton.ac.uk Wednesday 8 th October 16:00 – 17:00	Join the meeting now Meeting ID: 317 127 257 612 5 Passcode: y5zw9pw7
Geography	Anthony Barlow anthony.barlow@roehampton.ac.uk Wednesday 1 st October 16:00	Join the meeting now Meeting ID: 386 819 553 970 8 Passcode: CR9q8bn3
History	Susie Townsend susan.townsend@roehampton.ac.uk Wednesday October 15 th 16:00-17:00	Join the meeting now Meeting ID: 354 659 887 459 7 Passcode: iE6wv3T7
Mathematics	Lorraine Hartley	Join the meeting now Meeting ID: 318 629 967 766 3

	lorraine.hartley@roehampton.ac.uk Wednesday 19 th November 4-5pm	Passcode: i4V5U3np
Physical Education	Emerick Kaitell e.kaitell@roehampton.ac.uk Wednesday 12 th November 4–5 pm	Join the meeting now Meeting ID: 359 528 074 603 8 Passcode: dr6td7uj
Science	Nicola Treby nicola.treby@roehampton.ac.uk Wednesday 5 th November 4–5 pm	Join the meeting now Meeting ID: 340 703 239 608 2 Passcode: tp9sB2By

Subject Advisory Panels: Spring 2026

Please register your attendance here: <https://forms.office.com/e/uqZSNZit4p>

Links to access the sessions are in the table below.

Subject	Subject Lead	Date and time	Online Meeting link
Art & Design	Jo Nugent jo.nugent@roehampton.ac.uk	Wednesday 4 th March 4-5pm	Join the meeting now Meeting ID: 345 561 326 001 2 Passcode: nW7Lb6Bs
Computing	Lynda Chinaka Lynda.chinaka@roehampton.ac.uk	Wednesday 18 th March 4-5pm	Join the meeting now Meeting ID: 341 558 139 677 4 Passcode: An9qu7gZ
Design & Technology	Sue Miles-Pearson s.miles-pearson@roehampton.ac.uk	Tuesday 3 rd March 4-5pm	Join the meeting now Meeting ID: 381 487 296 014 Passcode: Qx63Kr2F
English	Anna Harrison Anna.Harrison@roehampton.ac.uk	Wednesday 11 th February 4-5pm	Join the meeting now Meeting ID: 369 501 482 835 4 Passcode: 2P4SQ7y2
Geography	Anthony Barlow anthony.barlow@roehampton.ac.uk	Wednesday 7 th January 4-5pm	Join the meeting now Meeting ID: 385 956 740 064 2 Passcode: C34Dv3ce
History	Susie Townsend susan.townsend@roehampton.ac.uk	Tuesday 10 th March 4-5pm	Join the meeting now Meeting ID: 370 722 691 041 1

			Passcode: ZT2f9m9Q
Mathematics	Lorraine Hartley lorraine.hartley@roehampton.ac.uk	Wednesday 11 th March 4-5pm	Join the meeting now Meeting ID: 345 979 995 372 3 Passcode: by3ur6Xc
Physical Education	Emerick Kaitell e.kaitell@roehampton.ac.uk	Tuesday 3 rd February 4-5pm	Join the meeting now Meeting ID: 311 498 544 418 7 Passcode: Rv9Ej7An
PSHE	Sarah Leonard Sarah.Leonard@roehampton.ac.uk	Wednesday 22 nd April 4-5pm	Join the meeting now Meeting ID: 363 554 601 225 6 Passcode: Gs7mD2GP
Science	Nicola Treby nicola.treby@roehampton.ac.uk	Wednesday 25 th February 4-5pm	Join the meeting now Meeting ID: 394 144 798 022 Passcode: jv3ZG7Jo

Subject CPD for Mentors 2025/26

Please register your attendance here: <https://forms.office.com/e/uqZSNZit4p>

Online meetings links to access the sessions are in the table below.

Subject	Subject Lead delivering the session	Date and time	Link for online meeting
Art & Design	Jo Nugent jo.nugent@roehampton.ac.uk	Tuesday 27 th January 16.00 - 17.00	Join the meeting now Meeting ID: 370 857 374 709 5 Passcode: En9od36t
Computing	Lynda Chinaka Lynda.chinaka@roehampton.ac.uk	Wednesday 4 th February	Join the meeting now Meeting ID: 334 280 740 905 0 Passcode: CW3Gr9Uq
Design and Technology	Sue Miles-Pearson s.miles-pearson@roehampton.ac.uk	Thursday 20 th November 2025 16:00 - 17:00	Join the meeting now Meeting ID: 381 487 296 014 Passcode: Qx63Kr2F
English	Anna Harrison and Steph Laird anna.harrison@roehampton.ac.uk s.laird@roehampton.ac.uk	Wednesday 10 th June 2026 16:00-17:00	Join the meeting now Meeting ID: 329 200 520 838 7 Passcode: hv9Ne6du
Geography	Anthony Barlow anthony.barlow@roehampton.ac.uk	Thursday 16 th October 16:00 –17:00	Join the meeting now Meeting ID: 346 556 481 256 7 Passcode: QH7Xm3ss

History	Susie Townsend susan.townsend@roehampton.ac.uk	Tuesday 25 th November 16:00-17:00	Join the meeting now Meeting ID: 374 430 408 405 5 Passcode: mh9Bx2bW
Maths	Lorraine Hartley lorraine.hartley@roehampton.ac.uk	Wednesday 3 rd June 2026 4pm-5pm	Join the meeting now Meeting ID: 342 818 703 299 4 Passcode: zV7HQ27n
PE	Emerick Kaitell e.kaitell@roehampton.ac.uk	Thursday 4 th December 2025 16:00 –17:00	Teams Link
PSHE	Sarah Leonard sarah.leonard@roehampton.ac.uk	Thursday, 5 th March 2026 16:00 – 17:00	Join the meeting now Meeting ID: 326 578 053 795 5 Passcode: 86Gi3Zi9
Science	Nicola Treby nicola.treby@roehampton.ac.uk	Tuesday 2 nd December 2025 16:00 –17:00	Join the meeting now Meeting ID: 348 055 653 844 0 Passcode: vj7Uk7Y8

Upcoming ECT roles at your school

If you wish to advertise ECT jobs with us, then please send adverts (PDF or Word files) to bapprimary@roehampton.ac.uk and pgprimary@roehampton.ac.uk, and we will share these with our current students and graduates from last academic year.

Our Primary Subject Leads



Subject: Geography

Subject Lead Name: Anthony Barlow

Email: anthony.barlow@roehampton.ac.uk

Telephone: 0208 392 3386

Key subject/research interests: Pupil understanding of their everyday geography and the locality.

Professional Links: Geographical Association Trustee
<https://www.linkedin.com/in/anthonybarlowgeogite>

Subject: Computing

Subject Lead Name: Lynda Chinaka

Email: Lynda.chinaka@roehampton.ac.uk

Key subject/research interests: Computing Education in Primary settings. Building confidence for the teaching of all elements of the computing curriculum: Computer Science, Information Technology and Digital Literacy. Ensuring practice and pedagogy that intersects with the identities and experiences of all learners. Computing and creativity for everyone!



Subject: English (BA)

Subject Lead Name: Anna Harrison

Email: anna.harrison@roehampton.ac.uk

Telephone: 020 8392 3017

Key subject/research interests: Digital Literacies, Print and Digital Picturebooks, Reading, Siblings as Readers, Children's Literature, The Classics, Beatrix Potter.

Professional Links: Open University Reading for Pleasure, UKLA, IBBY (International Board of Books for Young People).

Subject: English (PG/SD)

Subject Lead Name: Steph Laird

Email: s.laird@roehampton.ac.uk

Telephone: 020 8392 3076

Key subject/research interests: The teaching of writing, children's responses to picture books, how children read film and the use of film as a stimulus for writing.

Professional Links: Member of the United Kingdom Literacy Association (UKLA)



Subject: History

Subject Lead Name: Susie Townsend

Email: susan.townsend@roehampton.ac.uk

Telephone: 020 8392 3369

Key subject / research interest: Relativity and History, experiential learning, historic fiction and diversity.

Professional links: Regular contributor to Primary History journal and to Historical Association conferences.

Subject: Maths

Subject Lead Name: Lorraine Hartley

Email: lorraine.hartley@roehampton.ac.uk

Telephone: 020 8392 3365

Key subject/research interests: Planning and teaching and assessing in primary mathematics; fractions across the primary age range.

Professional Links: ATM/MA; NCETM and consultancy in schools.



Subject Lead Name: Jo Nugent

Email: Jo.Nugent@roehampton.ac.uk

Telephone: 0208 392 3397

Key subject/research interests: Primary Art and Design education, inclusive practice with a focus on using art galleries and outdoor spaces to enhance learning experiences.

Professional Links: NSEAD

Subject: Design and Technology

Subject Lead Name: Sue Miles-Pearson

Email: s.miles-pearson@roehampton.ac.uk

Telephone: 0208 392 5781

Key subject/research interests: CAD CAM (Computer Aided Design and Computer Aided Manufacture); Food technology that is being taught in the English primary schools; I am also interested in pupils in the Early years learning the key design and technology skills that they will require for Key Stage one and beyond.



Subject: Science

Subject Lead Name: Dr Nicola Treby

Email: nicola.treby@roehampton.ac.uk

Telephone: 020 8392 3263

Key subject/research interests: Varied interests relating to primary science, including science enquiry and outdoor learning. I also have a research interest in pastoral care within the school context.

Subject: Physical Education

Subject Lead Name: Emerick Kaitell

Email:

Telephone:

Key subject/research interests: My teaching philosophy is centred around a commitment to social justice, ensuring every child has access to high-quality physical education.



Partnership Materials Page:

<https://external.moodle.roehampton.ac.uk/enrol/index.php?id=108>

(click "Log in as guest" & enter the password **RoehamptonTrainee**)

University of Roehampton Primary Partnership webpage:

<https://www.roehampton.ac.uk/education/primary-school-partnerships/>

School Partnerships Team

email: primarypartnerships@roehampton.ac.uk

Head of Primary Initial Teacher Education: Sarah Leonard

email: sarah.leonard@roehampton.ac.uk

Head of Partnerships / Mentor Training Lead: Natalie Rankin

email: natalie.rankin@roehampton.ac.uk

BA (Undergraduate) Programme Convener Primary Education: Anthony Barlow

email: anthony.barlow@roehampton.ac.uk

PGCE (Postgraduate) Programme Convener Primary Education: Steph Laird

email: s.laird@roehampton.ac.uk