

**Primary Schools Partnership
March Newsletter**



20
23

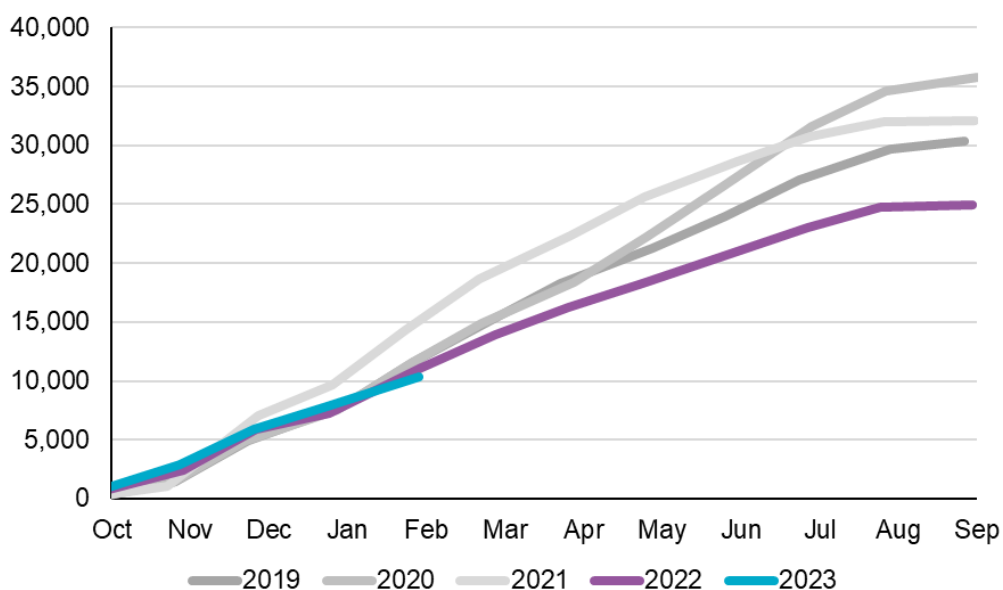
A message from our Deputy Dean

Dear colleagues,

We didn't quite make it to April, which is national stress awareness month, before Ofsted called (<https://www.educationsupport.org.uk/news-and-events/events/stress-busting-tips-how-to-stay-calm-and-in-control>). I am not quite sure that it would have made any difference. Our inspection team were rigorous, fair and approachable, but still the hours worked under considerable stress, were immense. We are pleased with the outcome, but must wait until the report is published before we can say more. We are hugely grateful to all of our partners who have helped to get our programmes to the point at which we could present them in such a positive light to Ofsted. We are also really appreciative to those of you who gave up your time to meet the inspectors and talk to them about our courses. Strength of partnership was a feature of the feedback.

Recruitment continues to be a challenge this year. According to Jack Worth at the NFER, Primary applications are 15% lower than the same time last year, and last year was a very difficult year. We are seeing a mixed picture, with applications to our BA Primary and PGCE School Direct down, whilst applications to PGCE Core are up. However, the figures are being skewed by some applications from a group of unsuitable candidates from overseas, who are not meeting the criteria. We gain many excellent recruits from abroad each year, but this particular wave of applications is not leading to increases in suitable candidates. We are also speculating with others in the sector that adverse publicity about teaching during the strikes may also be having an impact on the willingness to apply for courses. We continue to look at ways we can innovate our recruitment activities, and we welcome advice from our partners. As ever, please contact me if you have any suggestions: matthew.sossick@rohampton.ac.uk.

Total placed applicants on postgraduate ITT courses in England



With best wishes,

Matt Sossick

Deputy Dean and Head of Initial Teacher Education

In this issue

The UKLA is launching a **Reading for Pleasure Quality Mark** – find out how to gain recognition for your school below (page 3). Our next **ECT Recruitment Event** is taking place on Thursday 27th April on campus; please sign up via the link on page 4. Dr Alison Murray, Subject Lead for Primary Physical Education, shares a roundup of **Roehampton Lifelong Physical Education** initiatives on page 5, including details of the upcoming conference ‘**The Child of Today is the Adult of Tomorrow**’; on 26th June (sign up via the link on page 9). We share two **book reviews**, recently compiled by our students, on page 10. Dr Virginia Lam is seeking participants for the ‘**Becoming Bilingual**’ project; sign up details on page 10. Susan Townsend, Subject Lead for Primary History, considers **developing a love for history** and the importance of learning beyond the classroom (page 12). And Anthony Barlow, Subject Lead for Primary Geography, reflects on **Bieber, beavers and maple syrup: Teaching North America using Canada in KS2** (page 15).

A Message from Roger McDonald, President of UKLA and Teresa Cremin, Professor of Education, Project Member of Reading for Pleasure

Do you work with primary schools who you believe have a strong literacy provision, particularly around Reading for Pleasure? Do you feel their success should be officially recognised?

If yes, you may want to let them know about applying for our new Quality Mark.

The UKLA is excited to announce that we have partnered with the Open University to launch our new Reading for Pleasure Quality Mark. We have been working on the development of the Quality Mark for over a year, establishing and piloting an evidence-informed Audit Framework and evaluating the support process with schools from across the UK.

We are now sharing the QM opportunity nationally and inviting interested primary schools to join us at a CPD event on 20th April to participate and find out more about how they can gain recognition for the hard work and achievements of pupils, teachers and the whole school community by establishing, embedding and enriching the impact of their reading for pleasure provision.

More information about the event can be found here <https://ukla.org/news/ukla-ou-quality-mark/> and you can book your place at <https://www.trybooking.com/uk/events/landing?eid=38360&>

With best wishes

Roger McDonald and Teresa Cremin



University of Roehampton Primary Partnership
invites your school or organisation to our

ECT Recruitment Event on campus

Thursday 27th April 2023
14.30-16.30



We would like to invite your school/organisation to meet our PGCE and BA Year 3 students who are looking for ECT posts in 2022/23. If you would like to book a stand, please register using the following link by Friday 7th April 2023:
<https://forms.gle/f4crqxlGKp7w3QW9>

If you would like further information, or if you have any questions, please contact:
natalie.rankin@roehampton.ac.uk



Roehampton Lifelong Physical Education: RLPE roundup

by *Dr Alison Murray, Physical Education Lead, BA & PGCE Primary ITE*

It has been a productive year through our PE initial teacher education progressions. Herewith some shares and acknowledgments for the amazing ways we come together to creatively enjoy PE.



Winter - we danced the cold away

Our PE CPD December workshop attended by predominately Year 2s, with a few ultra-keen year 1 and 3s, was enjoyed by all. Together with a large group from the University of Canterbury Christ Church, our students created several dance pieces. They now have access to all the resources from the Royal Opera House - Dance. Thanks to all for attending and supporting.

- Murray, A. and Howells, K. (2023). Dancing the day away! Creating and dancing: collaborative knowledge exchange the future of professional learning. *Professional Learning Matters. Physical Education Matters*, Spring edition, 76-77.

Spring - we joined voices to advocate

The bigger picture - yet another call for PE to become a core subject.



As part of the National PE Taskforce, and alongside many other stellar advocacy groups, we have managed to procure further funding for PE from the government to ensure equitable access for pupils both in and out of school hours.

<https://www.afpe.org.uk/physical-education/major-government-funding-announcement-commitment-to-pe-and-school-sport/>

We are still working towards elevating the subject of PE to core status.

PE National Taskforce report: <https://www.afpe.org.uk/physical-education/afpe-taskforce-publish-report-on-the-future-of-physical-education/>

Member of Parliament Edward Timpson CBE, KC, MP has further championed this crucial advocacy to make PE a core subject: <https://www.afpe.org.uk/physical-education/afpe-taskforce-chair-calls-for-pe-to-become-a-core-subject/>

Opportunities to advocate at Parliament

This term we have been invited to speak at Parliament on three occasions; on behalf of our national association for Physical Education afPE and of course our own RLPE. Each visit provided an opportunity to advocate for the elevation of PE to a core subject, alongside other crucial advocacy for health and wellbeing. Two of these were in person and incredibly exciting. As Ambassador for the Children's Alliance we shared our voice at Parliament presenting to the APPG on a Fit and Healthy Childhood: <https://fhcappg.org.uk/?p=4038>; The Case for a Cabinet Minister for Children and Wellbeing and have progressed this to our first Children's Alliance where our own PE specialists will present; <https://www.eventbrite.co.uk/e/the-child-of-today-is-the-adult-of-tomorrow-tickets-566388893427>

January 10 The All-Party Parliamentary Group on a Fit and Healthy Childhood 'The Case for a Cabinet Minister for Children and Young People'

Speakers:

- Tamsin Brewis, Children's Alliance
- Paul Wright, Children's Alliance
- Dr Alison Murray, University of Roehampton

Please find a recording here: <https://fhcappg.org.uk/?p=4038>

Roundtable with Kim Leadbeater, March 28th, 2023

Please find Kim's new Healthy Britain strategy here:

<https://fabians.org.uk/publication/healthy-britain/>

Kim provided each and all around her table (invited contributors) a 2-minute opportunity to feedback about this comprehensive and holistic piece. As our afPE representative, we welcomed the elevation of PE to core for secondary, and as you will guess, emphasised the need to bridge early years holistic wellbeing into PE through primary as a necessary pathway for all children.

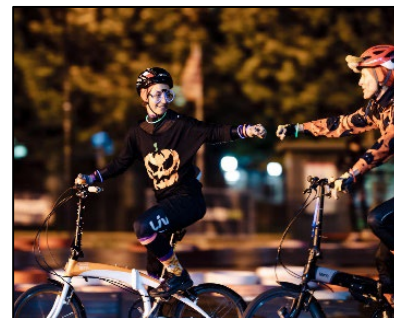
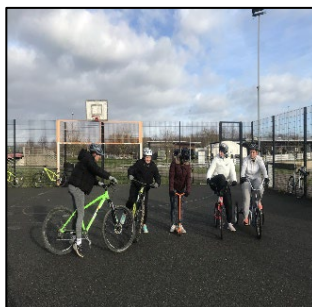


MP Kim Leadbeater MBE is coming to Roehampton

Kim was so impressed with the camaraderie of our ITE team to help me to Parliament (thank you Year 1 students, history tutor Susie and everyone for the support) that she is delighted to visit our students as their keynote speaker ahead of their final university module (oh my goodness!!!!). We cannot wait to welcome Kim onto campus. Kim is very excited to meet our next generation of teachers.

We added other terrains to our environmental PE

Taking off on wheels - PE specialists design (and publish) our wheels spiral progression for our generalists and other educators.



Remember our (PE specialist) students had a day workshop down at Graves End? Well, now we can share this with everyone. Our own RLPE generalist progression introduced wheels to our curriculum this spring. The progression was created through our own PE specialist workshop on wheels. Thanks to our amazing graduates who have taken the ecological approach to PE to their schools and, as ever, to our HE PE partner UCCC, with Dr Kristy Howells. Let the good times roll on...



The spiral curriculum is being shared internationally on April 28th through AIESEP Connect (Lifestyle Sports in PE). <https://aiesep.org/aiesep-connect/>

<https://aiesep.blog/2023/02/07/physical-education-in-early-years-special-issue-is-published/>

You can get some 'how-to implement' notes from our student teachers here too: Murray, A and Howells, K. (2023). Wheels Up, spiral progression pedagogy towards creative movers using wheels. Journal of Early Childhood Education Research, 12, 1; 54-78. <https://journal.fi/jecer/article/view/116985>

We continue to share our practice and enjoy hearing about yours through our meet ups

Upcoming - RLPE CPD series

Our wheels progression is being piloted in Australia. Back home, we are moving into using efficacy as a pedagogy. Our progression spiral "I Can Resist" seeks to build emotional resilience as it develops physical strength. We have also integrated this into our RLPE spiral curriculum and aim to create as CPD for schools, with instructor certification (for our students).

Murray, A.M. (2023). Accessible resistance movement experiences for elementary students and educators. In Resistance Training. Dr Daniel A. Marinho (ed). Peer reviewed. Intechopen. ISBN 978-1-83768-551-6

Sharing and supporting our practice

Beyond our RLPE mentoring series through Padlets and Panopto fundamental skill videos, afPE also offer some free resources to add to your own PE curriculum and extracurricular healthy school approach; <https://www.afpe.org.uk/physical-education/>.

If you are interested in our new CPD to be launched next autumn, "I Can Resist", do come along to our next PE subject knowledge and idea exchange. This program can be integrated into your PE curriculum and or complement through extracurricular activity as an enjoyable and accessible means to build emotional resilience alongside physical strength.

We celebrate hearing from our graduated students and learning about all they are doing

Joyfully, a lovely message just received from our PE specialist graduate Olivia Sturdy (one of our budding wheels participants). Liv is delighted to share her message to inspire our next hard-working cohorts:

"Morning Ali!

I hope you're well and your PE specialists are working just as hard as we were 😊.

Sorry this is out of the blue but I just had such a full circle moment I wanted to share with you!

I was just getting some bits ready for my PPA cover in science this morning and we're thinking about healthy foods for our bodies and we're doing go, slow and woah foods, just like my dissertation! I can't believe something I worked so hard on has come back around in a real life scenario. Makes it all seem worth it.

It was lovely to see you at graduation and I hope it's not the last time.

Happy Friday.

Liv x"

Back to our present cohort; the future of primary PE

Our current PE specialists enjoyed their final class for this term teaching Reception and Year 5 at our PE partnering school - Sacred Heart. This cohesive group have worked hard to experience and create a variety of movement and physical education progression spirals for a variety of environments; found here: <https://padlet.com/alikawali1/subject-specialism-1-physical-education-qts020n108y-class-pa-jamjsdunw5sd070b>. (Includes plans for this enjoyable collaboration).



A group of our Year 2 PE Specialists, seen here with PE teacher Jez Ranger. Thanks to Jez for the insightful feedback and brilliant support of our three power teaching groups, Chelsea, Sarah, Sian, Sasha, Chloe, Alisha, Tye, Ruby, and Sophie. They rocked it and pupils were just fantastic in receiving us and participating across our exciting rotations of fundamental skill game forms. Thanks to everyone for helping make this happen; including Jez, PE subject lead Georgina Gaunt, Assistant Head Marie Liddy, and of course Head Teacher Anthony Gibbons for welcoming us back. Epic to be back 😊.

Sharing our practice beyond the classroom and subject



As part of our keynote presentation, a wee group of our PE specialists will represent the full team, and deliver at the upcoming Children's Alliance conference, June 26th in the much-admired University of Worcester Arena. Please see the flyer on the following page of this newsletter.



Subject Advisory and Share Boards

We continue our collegial conversations with students and partners through our PE subject meetups. See you soon. Thank you everyone for continued support for our RLPE.

The Child of Today is the Adult of Tomorrow: Pathways to a Healthy and Productive Society in the 21st Century

26th June 2023

University of Worcester, Severn Campus - The Arena

SIGN UP TODAY - The Children's Alliance is dedicated to a society that works for everybody by prioritising children young people and families. In partnership with Worcester University, we are delighted to invite you to attend our inaugural conference.

CONFERENCE AIM: To shape a collective voice from child-centric concerns, business and education that is capable of articulating compelling ways in which to support a pathway from healthy childhood development to wellness throughout the life course, so that the socioeconomic ambitions of our wider society are fully realised.

VISIT - <https://www.eventbrite.co.uk> and search for *The Child of Today is the Adult of Tomorrow*

You will be able to purchase your ticket(s) on the Eventbrite website or you can email paul.wright@childrensalliance.org.uk for group bookings. We have a limited number of tickets and exhibition/sponsorship opportunities. The proposed Agenda is below.

9-9.30 – Arrival, Registration and Refreshments	Welcome
9.30-9.35 – Welcome - Head of Worcester University Business School	Pro Vice Chancellor
9.45-10.15 – Keynote speaker to conference	Speaker from the world of professional sport
11.15-11.50 - Keynote speaker(s) to conference	Managing set-backs and adversity
11.50-12.30 - Keynote speaker(s) to conference	The inclusive business
1.30-2:25 – First set of two parallel workshops	1) The start of life 2) Physical health and activity
2:25-3:10 – Second set of two parallel workshops	3) Mental health & wellbeing 4) Nutrition for life
3.35-4.00 – Keynote presentation	Dr Pamela Murray: Worcester University and Dr Alison Murray: Roehampton University
4.00-4.30 – Keynote speaker	The case for a new Government Department: Children, Young People and the Family
4.30-4.45 – Final comments and thanks	Children's Alliance representative



Direct link:
<https://www.eventbrite.co.uk/manage/events/566388893427/details>



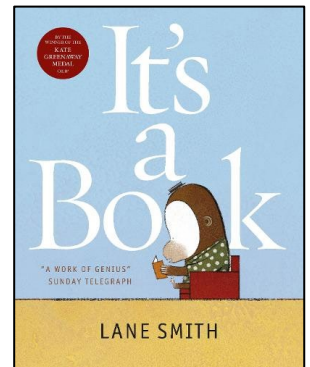
Student Book Reviews

Melissa Haggist, a Roehampton PGCE student, has attended six Reading Teacher evening discussion groups this year. Underpinning the Reading Teachers' Club is the Open University Reading for Pleasure pedagogy, around teachers knowing more about children's texts in order to recommend them and build reciprocal reading communities in classrooms.

Out of the six texts read, this was her favourite one!

It's a Book, by Lane Smith

It's a Book is superb; I loved everything about it, and it works for all ages. With its minimal text and subtle yet hilarious illustrations, Smith makes the point that a book doesn't need bells and whistles to captivate it just needs to be itself. The three characters: a monkey (reader: laconic) a jackass (unrelenting gadget-obsessed haranguer) and a mouse (living under Monkey's hat) are uniquely conveyed through their language and facial expressions. The youngest readers will enjoy predicting and chiming in with Monkey's repetitive response - Year 1 will be able to read most of the book independently - and older readers will enjoy the clever linguistic and illustrative details that set this book apart. Similar in style and tone to the Mo Willem's Pigeon books and *Hug*, by Jez Alborough, it's a book to spend some time poring over. Highly recommend. Rating 9/10



Cailin McFayden was our first Year 1 student to post her Goodread Book Review this year. Her review was outstanding, too! Always good to be reminded of the classic texts to share in classrooms.

At Roehampton, we ask all our undergraduates to write book reviews each year based around different challenges such as childhood memories, diversity and representation and breadth of genre linked to subject specialisms. There is an amazing amount of picture books out there creatively exploring mathematical concepts!

Revolting Rhymes, by Roald Dahl



This book consists of 6 humorous poems and illustrations based on childhood fairy tales but with a gory twist.

This book would definitely intrigue readers due to the funny, gruesome writing which differs it from the average books they may be reading at that age, especially if it is based on the stories they already are familiar with. As it is based on classic childhood stories, the audience reading age for this collection of poems is said to be 7+ however, personally I am unsure if I would read it to those younger ages as it contains some more mature themes such as violence, gambling and guns. Whilst it is all done in a suitable and light-hearted way, it is not for the sensitive so I would be wary.

Each of the poems are very well written with mostly constant rhyming throughout and it is all a very smooth read. The only times when there is a break in the flow is when speech is placed into the text. There is also occasionally some advanced language in the literature, potentially widening the readers vocabulary yet is still simple enough to be understood by KS1/KS2.

When thinking about reading this book in a classroom, an activity that stands out for me is getting them to reflect on what Roald Dahl changed about the stories and then discuss their favourite books and what they could change about it to make it more fun/interesting. Perhaps in older year groups you could even get them to write a section of it out.

I remember reading this book as a child and being drawn in immediately, once I read one poem, I had to read the next and I can imagine other readers of the target audience age feeling the same way. After further researching this book, I also found out it has also been adapted for TV and made into audio books, making it very accessible for children of different ages and abilities.



The Becoming Bilingual project

Funds of Knowledge from Educators, Learners and Providers across sectors

Are you a language teacher or student, or provider/leader of a language dept. or service within Greater London?



Would you like to share your language teaching, learning or practice experience? [with payments]

Funded by Research England

Language learning and teaching is a very useful and rewarding, but also challenging, activity and journey. This project aims to encourage language teachers and students, and leaders from different sectors and settings, to share with each other: practices, views, experience and challenges. We aim to build a body of ideas (funds of knowledge) for language education.

Participation and Criteria

Peer observations of a regular class/ activity (you observe+you observed under an hour each)

- 1 Focus group: share observations and ideas (online or in-person – your choice)
- 1 one-to-one online interview: reflect teaching [each around half an hour]

- Students must be age 14+; can be adults
- Language settings within Greater London

Payments and Contact

Total (adults): **£75** in Amazon vouchers (under-18: £40) +expenses paid

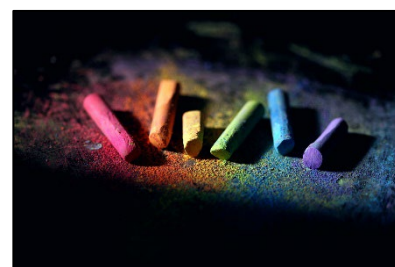
Peer observations: £50 (under-18s: £25) [+£10 subsistence +travel]

Focus group + interview: £25 (<18s: £15)

Interested? Please contact the Principal Investigator: [Dr Virginia Lam](mailto:Dr.Virginia.Lam)
Virginia.Lam@Roehampton.ac.uk

Upcoming ECT roles at your school

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



Developing a love for History – the importance of learning beyond the classroom

by Susan Townsend, Senior Lecturer and Subject Lead for Primary History

Schools face increasingly difficult financial pressures and budgets have become even tighter, so there has been a significant drop in the number of trips that are being carried out in primary schools. In addition, the impact of Covid on children's learning is beyond dispute and trying to close the gaps for children has become a key priority. With this in mind I wanted to refocus on the importance of experiential learning for children socially, emotionally and educationally and also the support that different organisations can provide in terms of resources and support for teachers of History.

How and why is some learning retained in our long-term memory? All knowledge comes through our senses but to embed in our long-term memory there needs to be impact, association and retrieval. A well-planned trip can create the foundations for this process to take place. Let's face it who remembers bullet points on a PowerPoint, but how many of us can remember something about a school trip that we went on even if it was many years ago? Although that memory may be fleeting it is often linked to our engagement and interest which can encourage us to return to that memory and develop our insights. And, of course, a trip is about so much more than academic learning. Who do you talk to? How do you work as a group? What's in the lunchbox? Who do you sit with on the coach?

Our Year 2 History specialists visited the Foundling Museum and carried out a walking tour of Bloomsbury as well as visiting the Sir John Soames Museum. They then used these experiences to consider a key enquiry question – 'What was life like for Victorian Children in London?' There was also the opportunity to visit the Metropolitan Archives which are located in the same area. Here the Schools Officer modelled a session that they do with primary children and helped our trainees to understand how an archive works and how to get help accessing resources.

The museum gives a real insight into the reality of poverty in London from Georgian times onwards. Below left are images of some of the tokens that mothers gave to their children when they handed them to the Foundling hospital. The babies were given new identities, so these tokens were the only proof for a mother that this was their child if they were able to come back and reclaim them.



...white was fostered. Sophie
ling. Spider-Man was adopted.
ted. Superman was a foundling.
ted. Tiggist was orphaned. Tohru
Tom Hagen was adopted. Tom Jones
Riddle was orphaned. Tom Sawyer
ga Leela was a foundling. Wedge
d. William Beech was fostered.
... was adopted.

Becky Sharp was orphaned. BOB
Christopher Banks was fostered. C
was orphaned. Dorothy Gale was
Eppie was adopted. Estella Havisham
adopted. Eva Luna was fostered.
FitzChivalry was adopted. Frodo Bag
was a foundling. Ham Peggotty w
a foundling. Harry Potter was foste
Heidi was fostered. H...



Earlier in the year, the same students had explored Butser Ancient Farm– a centre for experiential archaeology and had to plan how they could use this site with children to encourage them to explore, ask questions and to be creative thinkers.



This site offers a real opportunity to develop children's understanding of chronology. On the one site archaeologists have created houses and their surrounding environment from Neolithic times to Anglo Saxon. Children can see for themselves how technology developed but also what stayed the same. There are opportunities for children to try their hand at various skills' such as weaving and spinning and recognise how our ancestors understood and worked with what they had around them. A great link for the children to consider sustainability as a concept.

The whole of Year 2 carried out a series of exploratory tasks in their local area. Those that chose to focus on History considered how to move from individual identity and a child's own personal history to a history of their road/high street and then to their local area considering a range of creative activities using maps, images and most importantly their own discoveries walking in the area. An example of their reflections is below.

Part Two: Reflective Journal. Word count: 1649

Day One - The Home



This activity, to design their own mantelpiece showing their identity, was taken from Museum of the Home. The idea was to consider how you could do this with children.

Before engaging with the tasks, I looked at the creative activity to make my own mantel piece and was convinced that I would not be able to do so; I didn't have important religious or cultural artefacts, nor had many possessions at my university accommodation and because of this, I believed that nothing I owned would be of value to tell an important story about myself. I think this is because I was attempting to match the historical artefacts I was shown in school when learning about someone in the past. They were always isolated in the time they were used which perhaps made it difficult to make connections between the past and present. However, as I watched the 'Shelf Life' video I came to realise that I had a preconceived belief that items telling stories about people needed to be expensive, rare, or passed down in the family. I was particularly inspired by Sam's items; his match collection was made up of freebies from places he's visited with his wife which challenged by previous idea of artefacts having to be expensive or culturally significant to many people.

My PGCE group visited the London Docklands Museum and had to develop a school trip which would allow children to explore a key theme, such as trade, or significant individuals or a significant event. The presentations they produced really demonstrated their understanding of how to create a well-planned interactive trip and how to embed the learning acquired back in the classroom. The Ofsted inspector, who was there when they presented, was impressed!

Implementation

Trip:

The museum showcases lots of artwork, pictures, artifacts and written documents on the Windrush generation. The children will have the opportunity to view and listen to stories on what life was like during this era. Whilst at the museum the children will be comparing and discussing those photographs from the Windrush generation and life currently.

Activity:

To engage children with the significance of the Windrush era and Caribbean culture, a scavenger hunt can be created within the exhibition. Children, in groups of four, will be tasked with finding specific items or information related to the Windrush era and Caribbean culture. This interactive and engaging activity will encourage children to learn about history while having fun at the museum. The information gathered during this scavenger hunt can be recorded using an iPad to ensure that the children retain the knowledge they have gained from the exhibition.

This is an example of a slide from one PowerPoint. This trip was planned for a KS1 class. This activity of planning a trip could be given to Year 5/6 as a n outcome from going on a museum visit.

Continuity and Change

All of these places are great to visit and are either free or of low cost. The trainee teachers have had the opportunity to plan and go these trips in order to consider how they would use experiential learning in their classrooms. Trips still have a cost however both financially and in time and effort to organise. There can also often cause difficulties in terms of staffing and can be seen as 'extras'. I would argue that they are a fundamental part of a child's learning experiences and if they are planned the rewards are enormous both for children and staff. As I am writing this article, I can hear the excited chatter of children from my local primary school undaunted by the rain, and walking past my house off on a whole class adventure. What will they remember and learn?

Very brief list of useful museum / archives educational sites:

<https://www.museumoflondon.org.uk/schools/learning-resources>

<https://www.butserancientfarm.co.uk/school-trips>

<https://www.nationalarchives.gov.uk/education/sessions-and-resources/>

<https://www.cityoflondon.gov.uk/things-to-do/history-and-heritage/london-metropolitan-archives>

<https://foundlingmuseum.org.uk/>

Bieber, beavers and maple syrup: Teaching North America using Canada in KS2

Over the past few weeks, undergraduate teachers in BA Year 1 have benefitted from the expertise of a visiting colleague from Montréal, Quebec, and members of the staff team to support students' understanding of the dangers of 'single stories' ([Adichie, 2009](#)) when teaching place.

You can see examples of the thinking Anthony Barlow, Roehampton subject lead for geography, and Dr Chantal Déry have developed in a recent CPD webinar held online [here](#).

Roehampton students also had several sessions supported by Moira Brazil, our Professional Studies tutor, who is originally from Toronto. Thanks to them both for their engagement in moving trainee thinking about Canada on from their first impressions of Canada revolving around Maple syrup, Justin Bieber, beavers and the CN Tower!



Dr Chantal Déry, Professeure, Département des sciences de l'éducation, Université du Québec

GeogLive 13

Teaching
Place:
Local to Global



Chantal also worked with our trainee teachers on site and in local schools including at Albemarle school, Wandsworth, where the trainees were teaching about the United Kingdom. *See more of this project on the next page.*

Anthony Barlow and Chantal will be presenting at the Geographical Association Conference and this can be joined online, [as can the rest of the conference](#), this Easter.

Teaching the geography of the UK: KS1 with BA Year 2 Geography specialists

BA Year 2 geography specialists visited Albemarle school in Wandsworth to work with the children on their substantive knowledge about geography. Thanks to the teachers who hosted us.



We exemplified the Subject Specific Guidance through this session, specifically how do we get abstract aspects of teaching about location across to children in an engaging way. We wrote a repeating poem with a refrain of the country were learning about, e.g. "I am Scotland" etc below and tried to both use some stereotypes we may know (e.g., kilts, hairy cows) along with taking the children's knowledge on further.

Subject specific pedagogy
Learning through real-world, engaging and purposeful case studies and contexts, rooted in the school context where appropriate Teachers make links to their own and children's personal geographies.
Fieldwork: opportunities for learning beyond the classroom, e.g. school grounds, locally, through visits and virtually through e.g. DigiMaps, Google etc.
Spatial cognition and graphicacy : developing pupils' local, regional, national , European/global locations through maps, photographs , plans and globes at a range of scales.
Adaptive and creative pedagogies: innovative, experiential, playful means to nurture the children as geographical explorers, global learners and place makers: imaginative use of ICT, fiction, drama, music and artefacts. Approaches and learning is expressed in an age-appropriate way, especially with 3-7 year-olds.
Thinking skills: promote higher-order questions , discussions and enquiry.
Vocabulary : Focus on pupils' understanding when questioning, listening and observing

<p>I am Scotland <i>Land of the hairy, brown-orange cow</i></p> <p>I am Scotland <i>Cities of grey stones and volcanoes</i></p> <p>I am Scotland <i>Land of Loch Ness</i></p> <p>I am Scotland <i>Land where men wear kilts</i></p> <p>I am Scotland <i>A place where the wind blows</i></p>	<p>I am England <i>Land of the black and white cow</i></p> <p>I am England <i>Cities of roundabouts and red, yellow and black bricks</i></p> <p>I am England <i>Land of the red fox and grey squirrel</i></p> <p>I am England <i>Land where people wear jumpers, shorts and sun hats – all in the same day!</i></p>
<p>Examples of the poem showing the human and physical features of the UK including Northern Ireland.</p>	<p>We exemplified each sentence with a bold and bright picture to help this Year 2 class anchor this vocabulary in their minds.</p>
<p>Student teachers then taught a discrete session on a specific location they had researched. If you would like a copy of the slides or poem to use in your own Y1 and 2 classes, do email: anthony.barlow@roehampton.ac.uk</p>	<p>Children produced a mind-map of the substantive knowledge they had developed on the day. We were delighted with their prior knowledge and would like to build this even more in future sessions next year. Get in touch if you would like to host another group in 2023-24.</p>



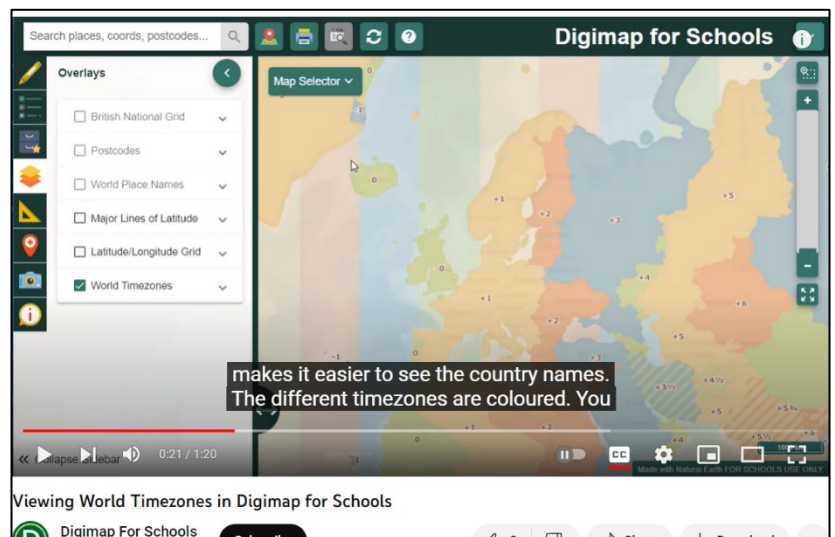
Digimap days: Using technology to enhance understanding in Geography

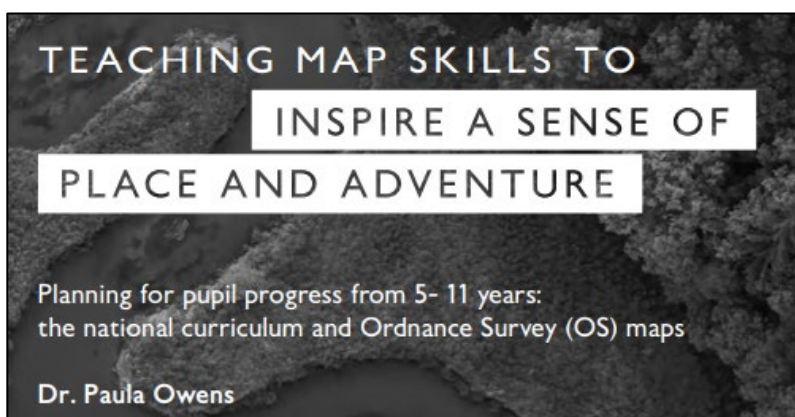
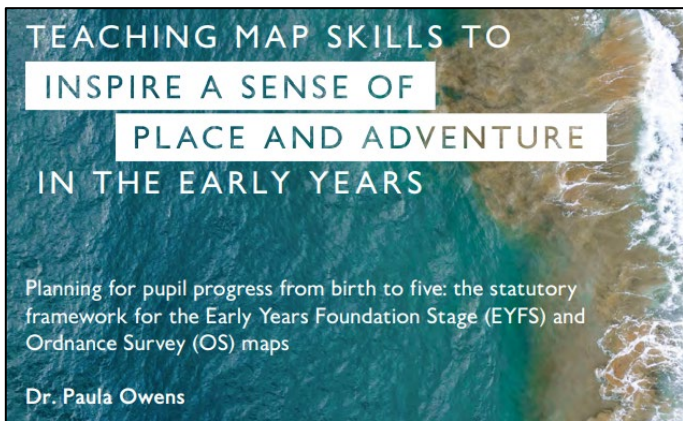
Emily Rotchell and Anthony Barlow, the geography tutors at Roehampton regularly invite Darren Bailey from the Ordnance Survey Education Team to work with Trainees. This year the O.S have worked with both PGCE Core and Undergraduate students. If you don't know Digimap it is an essential tool for understanding the world at a local and global scale and all our trainees have free access to this during their training. Do ask them to show you how to use it. The new features include mapping that supports the teaching of biomes, a fantastic view of the world's mountains and volcanoes and useful ways to show time zones. <https://digimapforschools.edina.ac.uk/>



BA Y2 trainees with Darren Bailey being trained in how to use Digimap. The benefit of training is we start with using a paper map extract, compasses and through understanding four and six figure grid references. The training allows us to connect this analogue world you can use in the 'field' without technology and then we bring this back into the computer suite and then annotate maps online, upload pictures and start to use innovative techniques such as mapping everyday features e.g., tasks such as mapping where the bins are round school or what types of trees there are: <https://www.youtube.com/@digimapforschools/videos>

There is so much scope to integrate this into Y2 and above classes. Do also remember there are free progression booklets for EY and KS1 and 2 downloadable for free from the Ordnance Survey website written by Dr Paula Owens. Download [here](#) and [here](#).






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Getting started with Digimap for Schools	52:04	721 views	9 months ago



By Anthony Barlow, Subject Lead for Primary Geography

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.

Subject: Computing

Subject Lead Name: Lynda Chinaka

Email: Lynda.chinaka@roehampton.ac.uk

Telephone:

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: Art and Design

Subject Lead Name: Susan Ogier

Email: s.ogier@roehampton.ac.uk

Telephone: 0208 392 3086

Key subject/research interests: Primary Art and Design education; holistic education; broad and balanced curriculum.

Professional Links: NSEAD; NAPTEC; NASBTT (Associate Consultant for Primary Art and Design)

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: Physical Education

Subject Lead Name: Dr Alison Murray

Email: Alison.murray@roehampton.ac.uk

Telephone: 020 8392 3398

Key subject/research interests: Motor competency through student agency; metacognition, Physical education teacher education, embodied practice

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: Religious Education

Subject Lead Name: Lesley Prior

Email: lesley.prior@roehampton.ac.uk

Telephone: 0208 392 8163

Key subject/research interests: The role of SACREs in RE and the interface between religion and worldviews and the life of schools.

Professional Links: Among my many links with various professional RE organisations, I am Chair of the European Forum of Teachers of RE and I am a former Chair and current Executive Member of the National Association of SACREs.

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