University of Cumbria

Subject Knowledge
Primary Students

“Aspirational training to achieve inspirational teachers with pupils’ learning and well-being at the heart of our partnership”
Introduction
Primary National Curriculum Subject Knowledge at the University of Cumbria

All our University of Cumbria ITT programmes ensure that students are prepared to teach the full range of National Curriculum Subjects. The amount of time allocated to teaching a particular subject is weighted to reflect the time spent teaching these subjects in the classroom. All programmes spend a higher proportion of time supporting students developing knowledge and understanding of English, Phonics and Maths. The university is very proud of the success of its Cumbria Teaching of Reading programme. All programmes have tracked subject teaching through their programmes and programme handbooks are available to show where and when this learning happens.

Different programme lengths require the teaching of foundation subjects to be structured in different ways.

On Primary PGCE and UG the focus is on subject specific pedagogy. Students learn what is special about that subject and what skills and concepts are specific. They are supported in understanding what good practice in that subject should look like and are given opportunities for example in enrichment weeks (PGCE) and through Specialism provision, Curriculum Carousel modules and subject specific modules prior to placement (UG) to plan and teach with a focus on foundation subjects.

Subject structure is more important for students than specific subject knowledge and on the PGCE and UG provision, students are directed to high quality resources and websites to support them in developing the specific subject knowledge required for planning and teaching. Tutors support students in reviewing and extending their understanding of subjects in different ways. This booklet contains examples of the differing ways that subject teams go about this.

All students are required to track their teaching of all subjects across their placement experience through the placement documentation. This enables them to plan with school based colleagues and partnership tutors so that all students are given the opportunity to teach all subjects.
Subject Knowledge – Music

Primary Music provision and subject knowledge support

Across all primary programmes the university-based provision aims to support students understand the demands of the national curriculum across key stages 1 and 2. We also look at music earning and experience during foundation stage.

Primary Music

Primary music on the PgCE and UG programmes takes place within specific modules. In the PgCE this is within ‘Pedagogy and Practice’. On UG programmes music forms part of the ‘Curriculum Carousel’ (Q3) delivery and preparation for placement (Q4). The modules looks at all subjects and general teaching skills such as planning, managing behaviour, assessment.

The intention is for students to connect learning from their previous sessions with learning in music. Students gain understanding of the primary curriculum for music, creative music pedagogy and explore a wide range of quality resources to support primary music teaching.

Students explore how to teach progression in singing, composing using voice, tuned and untuned percussion, listening and appraising music from a range of cultures and steps to teaching musical notation. This is all underpinned by creative pedagogy. Students deconstruct practice and make connections to school-based learning.

Students learning is both through seminar sessions and a virtual learning resource, which includes subject knowledge enhancement, narrated video resources, and links to a range of resource

Useful Resources


Primary Music Education
https://www.primary-music.co.uk/

Sing Up
Singup.org

Charanga
https://charanga.com/site/

BBC schools Music
http://www.bbc.co.uk/schools/websites/4_11/site/music.shtml
Subject Knowledge – Maths

Primary Undergraduates: Primary Mathematics Modules

Sessions in modules are used to support not only pedagogy but also to develop student’s subject knowledge. Students have sessions in every year of their training covering many areas of mathematics and are directed to reading between sessions. Students are shown and advised on materials to support their learning.

Subject Audits

In their first year students are given two audits one in the first semester and one in the second. These audits link closely to the content of the sessions they attend in their first year. In their second year they have one audit that again is linked closely to some of the content of the sessions. Students in their final year have one more audit that has an emphasis on number and calculation.

Tracking Document

Based on sessions, audits and school experience students work with a tracking document that follows them through their training. These documents highlight areas of maths the students have identified as requiring attention and how they intend to address these areas. In the first year two tutorials are set up to discuss these tracking documents with the students. In year 2 and year 3 a tutorial is organised in each year to discuss progress and any further direction that is required.

Maths Club (Lancaster trial)

During both semesters a maths club is operated for students to attend for extra subject knowledge support. Different areas of maths are covered based on student’s needs. This is being trialled at Lancaster at the moment be is to be introduced in Carlisle.

Primary PG

As above but with a reduced amount of sessions. Students still have three audits to complete, a tracking document and tutorials to discuss their development. The maths club is also available to these students.
Subject Knowledge - History

The History sessions will introduce you to the requirements of the National Curriculum (2014) but more crucially what good history teaching should look like. The sessions will be interactive and will demonstrate a range of approaches that can be employed no matter what subject content is being taught. For example, artefacts can be used whether you are teaching the Romans to Key Stage 2, local history at Key Stage 1 or developing historical vocabulary (old/new) in Foundation stage.

The following themes will be explored within teaching sessions, at a variety of depth depending on the QTS programme you are following:

Knowledge and understanding of the National Curriculum

- Significant people and events
- Chronology and Timelines
- How the Key Stage 2 History curriculum works
- Local History

Understanding Primary and secondary sources

- Using artefacts
- Using visual images
- Using documents (census, letters, diaries etc)
- Oral History

Learning Outside the Classroom;

- museums, historic sites and archive centres
- Visits and visitors

Historical enquiry and interpretation

- Content and skills – not content or skills
- ICT to support and develop historical skills

Cross curricular and creative approaches including using Literacy to support and develop history, for example;

- Stories and storytelling
- Role play and drama

In addition to the above, students will also consider

- Planning
- Progression in history
- Assessment and record keeping
- Inclusion and diversity
- What does good history look like? Where to go for support and help e.g. suitable web sites and resources
- Teacher and pupil interest and teacher autonomy
- The importance of teacher enthusiasm, subject knowledge and personal pedagogical development
There will be additional material available on your Blackboard site, which you will be expected to engage with.

Students will not be taught all the subject knowledge they will need to teach all themes as this represents a vast body of knowledge (Stone age to Iron age, Egyptians, Ancient Greeks, Romans, Vikings, Anglo Saxons, Significant people, local History, Famous events just to name the some of the main ones!) You will be shown the best ways to develop this for yourself and suitable web sites and resources for example the eCPD units on the Historical Association web site are invaluable at giving you a solid introduction to the topics which are covered by these. You will be also be shown how to find suitable primary sources and evaluate commercial and prepared resources.

On the BA Hons Primary Education (3-11) with QTS course a History Specialism may be offered in some years. This consists of 5 modules where students are able to develop their knowledge, understanding and enthusiasm for Primary History teaching:

**Yr 1 –** Teaching and Learning – with a strong focus on planning and resourcing Local History

**Yr 2 –** Subject Knowledge – enabling the student to develop their personal subject knowledge and how to go about this.

**Yr 2 –** Learning Environments – examining how to use museums, historical sites etc as well as how to set up your classroom for developing good history.

**Yr 3 –** Cross Curricular Approaches – how to use other subjects to develop children’s understanding of history, and vice versa.

**Yr 3 –** Small Scale Research – a piece of personal research into an aspect of History teaching
Resources for History

Your first port of call should always be the Historical Association Web site – this has back copies of Primary History journal (hard copies also available in the library) as well as a whole host of other resources – and a full set of Schemes of work covering the vast majority of the history curriculum are available free to members. These can be downloaded and adapted to suit your class and context. The University pays for membership so get the log in and password from your History Tutor.

The National Archives Education service web site - www.nationalarchives.gov.uk/education has a wealth of documents and photographs which could be used with primary children. They also have a useful Facebook page.

Mr T Does Primary History and Primary History Matters are also Facebook pages which offer resources, help and support.

http://www.cumbriamagebank.org.uk/ has a searchable stock of lots of old photographs from different time periods. If you are not based in Cumbria then ask your local library as they will have a local history section. There will also be a local archive office which will have numerous documents, old maps and photographs of the immediate area – linked to schools, churches, families etc. They are always happy to support teachers so don’t be scared to approach them.

https://historicengland.org.uk/images-books/archive also has a vast collection of images covering the whole country.

Tullie House Museum https://www.tulliehouse.co.uk/ lends out Loan Boxes containing artefacts of the major Key Stage 2 British history themes – some replica and some original. These need to be booked well in advance where possible. Most museums will have a similar service. Local schools pay into a subscription service for this.

The National Trust and English Heritage offer free pre-visits for teachers to their sites and their web sites have a whole range of supporting material – even if you cannot actually take your children to the site it is worth looking at their resources as some can be used in school.

Key Texts -


Turner-Bisset, R. (2005) Creative Teaching- History in the Primary School Abingdon: David Fulton – although it’s quite old now this is a good basic introduction to teaching history

Cooper, H. (Ed) (2014) Writing History 7-11 Abingdon: David Fulton

Subject Knowledge – Geography

The geography sessions aim to introduce the nature and value of geographical learning in the primary school and to offer an introduction as to what is considered to be high quality geographical teaching and learning. Students are introduced to the core values of geographical learning and the essential elements required for successful geographical planning and classroom practice, in line with National Curriculum requirements and generally accepted best practice.

Sessions aim to assist students to discover enjoyment for teaching the subject by recognising their own personal geographical experiences and interests and by offering inspirational examples of geographical learning. Sessions aim to unlock each student’s geographical teaching potential, whilst ensuring students feel motivated and supported, by nurturing a positive, ‘go for it’ attitude towards the contribution they can make to effective geographical learning for all children. Students should leave UOC with a sense that they can reflect upon the quality of existing geographical learning in schools and can confidently develop their own geographical teaching ideas and themes.

Students will explore current trends and issues for the teaching of geography within schools.

The following themes will be explored within teaching sessions, at a variety of depth depending QTS programme:

- Consideration of a wide variety of possible themes
- Identifying geographical skills
- People, places and diverse spaces
- Geographical enquiry and key questions
- Cross-curricular approaches
- Writing potential
- The importance of fieldwork
- Use of a variety of resources
- World issues (including environmental change)
- The importance of children’s own geographies
- The local area
- Widening children’s horizons
- Use of ICT
- Global awareness and sustainable development
- Creative Approaches
- Distant places
- Knowledge and interpretation of the National Curriculum
- Teacher and pupil interest and teacher autonomy
- Utilising a variety of geographical pedagogical approaches and high quality resources
- The nature of geographical learning
- Best practice in primary geography (including a reminder of the general essential elements of good teaching and assessment)
- The importance of teacher enthusiasm, subject knowledge and personal pedagogical development

The following approach is used within sessions to enable students to work in groups to plan geographical learning experiences that connect topic themes, enquiry questions and geographical skills to the National Curriculum and to general good professional practice.
Growing a Geography Garden

Topic choice written in the sun

Sun’s rays are for listing the geographical skills

Centre of ‘several’ flowers = key topic enquiry questions

Petals = National Curriculum links

Nuggets of good soil = general essential elements of high quality teaching

Fun

AFL

Good subject knowledge

Inclusion

Creative sparkle

Teacher

Enthusiasm

Etc etc etc
Newton and Newton (2009) found that when trainee teachers acquire knowledge at the point of use you do so with the learner in mind. We do not know what the future of teaching will hold and we can be certain that our understanding of our universe will change and develop. In this audit we are asking you to demonstrate that you have the understanding and skills to always ensure that your subject knowledge is outstanding and can lead to quality teaching and learning.

<table>
<thead>
<tr>
<th>Misconception</th>
<th>Action Required...?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 'You do it 3 times to get an average.'</td>
<td></td>
</tr>
<tr>
<td>• 'We did it 3 times to make it accurate.'</td>
<td></td>
</tr>
<tr>
<td>• plants get their food from the soil.</td>
<td></td>
</tr>
<tr>
<td>• seeds are not alive</td>
<td></td>
</tr>
<tr>
<td>• Plants do not respire</td>
<td></td>
</tr>
<tr>
<td>• humans are not animals</td>
<td></td>
</tr>
<tr>
<td>• a cod, an earthworm and a snail are not really animals</td>
<td></td>
</tr>
<tr>
<td>• we have blue and red blood</td>
<td></td>
</tr>
<tr>
<td>• some foods are unhealthy for you and you should not eat them.</td>
<td></td>
</tr>
<tr>
<td>• air makes a balloon lighter when you blow it up</td>
<td></td>
</tr>
<tr>
<td>• cotton wool and hair are not solids</td>
<td></td>
</tr>
<tr>
<td>• water disappears during drying</td>
<td></td>
</tr>
<tr>
<td>• ice 'turns' into water when it melts</td>
<td></td>
</tr>
<tr>
<td>• water is 'created' when warm air hits a cold surface</td>
<td></td>
</tr>
<tr>
<td>• a snowball will melt more quickly when wrapped in a woollen scarf</td>
<td></td>
</tr>
</tbody>
</table>

**Electricity**

- electricity travels to the bulb and is used up
- a battery is a store of electricity
- there is less current in one of the wires when the bulb is shining
- there is a different symbol for a closed or an open switch

**Light and Sound**

- we can see in the dark
| • light only bounces of shiny objects | • vision is an active process in which we look out of our eyes |
| • both moon and stars generate their own light | • if a large meteorite hit the moon I would see it and hear it at the same time |

**Forces**

- an apple falls to the ground because of atmospheric pressure
- I pushed the toy car but it stopped because it ran out of push
- there is no gravity on the Moon or Mars
- heavy things fall to the ground faster than light things
- there are no forces acting on a stationary object
- you only get friction with rough surfaces
- friction only occurs between solid surfaces and not water or air

| • the phases of the moon are caused by the Earth’s shadow falling on it | • the moon only comes out at night |
| • a solar eclipse occurs because a dragon is hungry and starts eating the Sun. |

**Reasons to Be Cheerful... 1, 2, 3 (sing along if you wish!)**

- •
- •
- •

**Where do we go from here?**

- •
- •
- •

Never let the future disturb you. You will meet it, if you have to, with the same weapons of reason which today arm you against the present.

Marcus Aurelius

“In Visible Learning it was shown that teacher’s subject matter knowledge has little effect on the quality of student outcomes! ..... Expert teachers and experienced teachers do not differ in the amount of knowledge that they have about curriculum matters or knowledge of teaching strategies – but expert teachers do differ in how they organize and use this content knowledge”

Subject Knowledge – English

Across our Undergraduate programmes on both our 3 and 4 year programmes the students are required to undertake subject specific audits enabling them to identify key areas for development in their subject knowledge.

For English subject-knowledge development students take an audit in Year 1 where the focus is on spelling, punctuation and grammar and the associated terminology. In Year 2 the audit focus broadens to include more general knowledge whilst ensuring the key areas within National Curriculum are explored. Their outcomes and areas for development are discussed in sessions at university with both the tutor and their peers. This allows for any misconceptions to be identified and supports the trainees’ growing confidence. The students create personal targets with actions to address their learning needs, and both of these are logged in their English Learning Journal. These are both self-monitored and checked by tutors.

On our PGCE course the trainees are audited on spelling, punctuation and grammar early in their training. Within the following teaching session misconceptions and areas for development are explored with signposting to a range of resources. The outcomes of the audit form part of the targets setting process for beginning placement. Post-placement targets are reviewed.

Subject Knowledge in Phonics (Cumbria Teacher of Reading)

Across all programmes the students complete an online subject audit within the Developing Phase of the module. This enables areas for development to be identified and addressed within teaching sessions, it may also lead to students receiving focused intervention and, where necessary, further experience within school. Learning and understanding in phonics becomes clearer to the students when they are teaching on placement. Where we address subject knowledge in taught sessions we present a generic view and expect our students to be able to adapt and apply this knowledge into the diverse range of settings they will experience in school, in particular, the use of different schemes for teaching phonics.

English Learning Journal

Trainees keep an on-going log of their developing subject-knowledge through the English Learning Journal. For the UG trainees it is divided into sections which reflect their learning in each year:

Y1 – Focus on Reading; Oral Communication; the development of reading comprehension; knowledge of children’s literature; planning; grammar; formative assessment; the pedagogy of moving from reading into writing

Y2 – Focus on Writing: Includes assessment, marking and feedback of children’s work.

Y3 – Focus on assessment (summative and formative) and inclusion in English.

PGCE trainees record their English subject knowledge and learning from practice in a shorter and more focused format.

Resources

To support subject knowledge development, all module reading lists include up-to-date academic journal articles and books, alongside links to English-specific organisations such as the United Kingdom Literacy Association and the National Literacy Trust.
Subject Knowledge – Design and Technology

I have read the National Curriculum (2014)

I have worked through the Design, Make, Evaluate process at least once.

Design Technology Subject Knowledge Audit

**Technical Knowledge:**

- **Structures:** strengthen, stiffen, reinforce
- **Mechanisms:** levers, sliders, wheels, axels (KS1)  
  - gears, pulleys, cams, levers, linkages (KS2)
- **Electricals:** series circuits, switches, bulbs, buzzers, motors
- **Products programed / controlled / monitored by computer**

**Food and Nutrition:**

- I can cook a range of simple, healthy, savoury dishes suitable for teaching children.
Subject Knowledge – PE

The development of subject knowledge in relation to PE will be based upon the framework below. This framework has been developed to enable appropriate responses to the many and varied programmes and circumstances that will be found across schools. The framework outlines what are considered to be the key aspects related to "what" and "how" pupils might be enabled to learn within PE. Details of supporting resources will be provided within related module guides.

The programme aims to help pupils become interdependently active young people and, in doing so, contribute to their development as successful learners who enjoy learning, make progress and achieve; confident individuals who are able to live safe, healthy and fulfilling lives; responsible citizens who make a positive contribution to society. In working towards this, pupils will be encouraged and enabled to develop their ability to respond to activity-related challenges and, to ensure confident responses, pupils will be helped to develop their ability to plan/compose/select, perform/implement/apply and evaluate/appreciate in respect of the underlying principles relating to:

<table>
<thead>
<tr>
<th>AGILITY, BALANCE, CO-ORDINATION</th>
<th>PRACTISING</th>
<th>SAFETY</th>
<th>RULES, CONVENTIONS AND CONDITIONS</th>
<th>STRATEGIES, TACTICS AND COMPOSITIONAL IDEAS</th>
<th>HEALTH-PROMOTING PHYSICAL ACTIVITY</th>
<th>EMOTIONAL AND SOCIAL SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FUNCTIONAL MOVEMENT SKILLS</td>
<td>Activity-specific</td>
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</table>

To ensure continuity in pupils’ learning, the principles underlying the skills and knowledge given above will form the basis for assessment and feedback across the programme.

To ensure progression in pupil learning towards an interdependently active state, the level of challenge will be set appropriately in relation to the following variables and the ability to range across these continua will serve to inform assessments and subsequent challenges, along with the reporting process:

<table>
<thead>
<tr>
<th>SPACE</th>
<th>TASK/TIME</th>
<th>EQUIPMENT</th>
<th>PEOPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Private – Partner – Group – Public</td>
<td>* Teacher determined - Pupil determined</td>
<td>* Adapted/Mini – Full</td>
<td>* Self – Pair – Small group – Large group</td>
</tr>
<tr>
<td>* School – Local – Wider environment</td>
<td>* Single – Multiple</td>
<td></td>
<td>* Teacher – Peer – Self</td>
</tr>
<tr>
<td>* Stable – Unstable</td>
<td>* Drill – Conditioned practice – Full activity</td>
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To help develop confidence in their abilities in a variety of situations, pupils will be provided with experiences within a range of areas of activity to encompass: Competition, Co-operation, Creativity, Expression, Aesthetics, Body Control, Body Management, Environmental Challenge.
Subject Knowledge - Religious Education

Across all our primary programmes – PgCE and UG – the university-based provision for Religious Education aims to support students to understand the requirements of Religious Education in schools. This is different to other subjects, because it is not in the National Curriculum, but is a legal requirement for all schools. Different types of schools follow different RE syllabuses and we help students to understand how this works. The focus of our teaching is RE pedagogical subject knowledge as the body of subject knowledge about major religions of the world is too vast to cover in the hours we have. Students are taught where to access religious subject knowledge, and most pedagogical knowledge will be introduced in a religious context, modelling how it might be taught in school in an interactive way.

Undergraduate Programmes:

4 year BA Hons QTS Programme with SEN

There is a full module of 20 hours, which focuses on RE, PSHE and SMSC in Year 2 of the QTS 4 year programme. The RE subject knowledge covered includes a range of pedagogical approaches to teaching different religions and topics. The module covers common misconceptions about RE, subject-specific issues and how to ensure that RE is inclusive and meaningful for all children. The module engages students in exploring some key concepts of religion and RE and includes activities such as visits, using art and artefacts. The module also examines approaches and links to SMSC and PSHE including RSE.

3 year BA Hons QTS Programme 3-11

RE on this programme is part of a curriculum carrousel (CURC) module in Years 1 and 2 of the Q3 course, with 13 hours overall. Students look at the place of RE in the curriculum and a range of pedagogical approaches to teaching RE including making RE engaging and inspiring for learners through religious story and artefacts, and, where appropriate, making links between RE and other subjects such as art. Students are helped to understand how to plan and teach RE to include learning about and investigating religions and worldviews, and reflecting on their own beliefs and experiences. They consider how to make religion and culture a visible element in an EYFS context. In some years in Q3, RE is offered as an enhancement subject (PEDG modules) where it is studied in more depth by one group of students. These students look at pedagogical approaches in more depth and the learning environment in RE. After a subject knowledge audit, they seek to develop their own subject knowledge of some aspects of some religions and use this to help them to plan RE in school. They might also consider how to support other teachers in school to teaching RE effectively.

Postgraduate Programmes:

The PgCE primary RE consists of a three-hour session, which is interactive. It explores planning principles for quality primary RE - ensuring each lesson: a) Starts from where the children are with a shared human experience; b) explores a traditional belief system / worldview c) evaluates individual patterns of belief. Students understand that children should 1) learn about religion and worldviews through analysing and investigating. 2) Learn from religions and worldviews by reflecting and applying ideas to their own lives. Learning for students will use religious contexts so they will be introduced to some religious content in the session to exemplify pedagogical approaches.
Subject Knowledge – Computing

On all programmes primary computing is aligned to the three strands of the computing curriculum: Information Technology, Digital Literacy and Computer Science. Students are introduced to the scope and breadth of the National Curriculum alongside examples of pedagogical approaches and technologies that can be used to support children’s learning.

Introductory lectures introduce students to the three strands of the curriculum and also highlight key concepts that are part of computing as well as supporting students to understand and interpret these.

Seminars bring together elements of subject knowledge coupled with pedagogical approaches. Students are introduced to examples of technologies they might find in the classroom. Hands on experiences help them learn about, but also evaluate the purpose and value of technologies they come across. There is also an emphasis on ‘unplugged’ activities (activities which don’t require the use of any technology) and how they can be used to develop conceptual understanding of key computing concepts across all age ranges, as well as their application when using technology.

A range of themes are explored within teaching sessions, at a variety of depth depending on the QTS programme, examples include:

- Computational thinking approaches and concepts
- Unplugged approaches
- Multimedia: images, text, video, animation, sound
- Algorithms and programming
- Digital research
- Computer networks
- Online safety
- Resourcing
- Cross-curricular approaches
- Creative Approaches
- Inclusion
- Good practice

Subject audits

On both UG programmes first year students complete a computing audit at the beginning of their first computing session, this links closely to the content of the computing NC. Students are encouraged to revisit their audit at the end of their Year 1 module and identify areas for development, as well as how these will be addressed. On the 4-year programme, the latter forms part of their summative assessment.

Resources

To support development of subject knowledge students are directed to key sites, for example Barefoot Computing https://www.barefootcomputing.org/ and Code-it http://code-it.co.uk/ as well as up-to-date articles and books. A range of resources are also available on Blackboard and most software used is available to access on university computers or via the internet.

The National Centre for Computing Education - https://teachcomputing.org/
Subject Knowledge – Art

Students will be introduced to the purpose and value of teaching the creative arts in primary schools. They will be supported to realise the potential of creative thinking and its importance in the cognitive development of the children in their care. They will understand how the creative arts have an important role to play in preparing children for the demands of the future – one in which technology plays an important part and therefore other skills such as curiosity, problem solving, persistence, resilience, initiative and innovation are essential for our future generations. In art sessions, they will learn the language of art and how to incorporate this into their planning and teaching. Students will develop their subject knowledge to meet the expectations of the art and design programmes of study in the following ways:

Knowledge of Techniques and Materials

Painting
Students will have the opportunity to experiment and develop their knowledge of different paints and paint bushes. Also, to understand how they can use and organise painting in their classrooms.

Drawing
Students will explore a range of drawing materials and learn how to plan activities which develop children's drawing skills.

Printing
Students will learn the principles of some print making processes such as: using found objects, block printing, mono printing and lino printing.

Three Dimensional
Students will have the opportunity to use materials which can be sculptured and molded and those which are linear such as wire, sticks and paper.

Collage
Using a wide range of materials, students will discover how they can create interesting pieces of art by selecting and arranging them thoughtfully and purposefully.

Textiles
Activities involving weaving, sewing, dyeing and printing will give students experience of how textiles can be used in their teaching.
Students will gain an understanding of the elements of art and how they can be taught through techniques and art appreciation.

### The Elements of Art

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line</td>
<td>The marks made to describe shape and form. There are many types of lines.</td>
</tr>
<tr>
<td>Colour</td>
<td>Colour is the property of light. The colour wheel shows the relationship between primary, secondary and tertiary colours.</td>
</tr>
<tr>
<td>Value/Tone</td>
<td>The tone, or contrast in tone, depends on the amount of light and dark. Colours can have a tone value too.</td>
</tr>
<tr>
<td>Pattern</td>
<td>The repetition of shapes. It can be used more loosely to refer to a group with roughly similar characteristics.</td>
</tr>
<tr>
<td>Texture</td>
<td>The surface quality of an object or the marks made by using pencils, paint and so on.</td>
</tr>
<tr>
<td>Shape</td>
<td>Shape usually refers to something which is flat or two dimensional. It is the distinct outline of an area.</td>
</tr>
<tr>
<td>Form</td>
<td>Form describes the roundness of a three dimensional shape.</td>
</tr>
<tr>
<td>Space</td>
<td>Space is used to create the illusion of distance.</td>
</tr>
</tbody>
</table>

Students will have time during face-to-face sessions to develop their own skills and discover new techniques and media. They will have the opportunity to explore activities which support the National Curriculum and the progression of skills and knowledge. Students will be expected to show how they have developed their learning as part of independent studies and placements.
APPENDIX 1

PROGRAMME OVERVIEWS
BA Hons Primary Education with QTS (3-11) Overview of university input at each phase

Year 1

LLTR4001 – This is a module taught across the whole year by the Personal Tutor introducing ideas about organising the classroom environment, behaviour management, planning and learning theories e.g. Maslow, Vygotsky etc.

Semester 1 (September - December)
CURC4201 – This introduces Early Years teaching, Science, PE and Creative Arts. MATC4402 – Examines Maths Teaching and learning, planning and differentiation Semester 2 (January – June)
CURC4202 – Introduces History, Geography, Computing, Modern Foreign Languages, Religious Education, Design & Technology.
EALC4401 – English with a focus on reading.
PEDG4301 – Students can choose a specialism. In Yr 1 this looks at Teaching and Learning in the specialism and how to approach planning.
The Cumbria Teacher of Reading is also taught across the year. Safeguarding – students will also have completed level 1 safeguarding and channel online training.

Year 2

LLTR5002 – Examines issues of Inclusion, SEN, and differentiation – taught by the Personal Tutor across the year.

Semester 1
CURC5202 – Developing their understanding of History, Geography, Computing, Modern Foreign Languages, Religious Education, and Design & Technology.
EALC5401 (10 credits) – English - examines writing and assessment of this. PEDG5204 – Specialism based around Subject Knowledge related to their specialism

Semester 2
MATC5402 (10 credits) – Problem solving and subject knowledge
CURC5201 – Developing their understanding of Early Years, Science, PE and Creative Arts. PEDG5301 – Specialism – Learning Environments
The Cumbria Teacher of Reading is also taught across the year. Students attend a Learning Outside the Classroom Conference – workshops led by a variety of Museums, Outdoor activity centres, libraries etc

Year 3

LLTR6001 – Taught by the Personal Tutor – Current Issues in Education PEDG6301 – Specialism - Examining Cross Curricular approaches PEDG6302 – Specialism – Small Scale Research
CURC6201 – Elective – these will be aimed at developing the Teaching Standards the group as a whole perform less well on during their Yr 2 developing placement
CURC6202 – Assessment
MATC6402 (10 credits) Maths - Assessment, EAL, SEN, transitions and progression. EALC6401 (10 Credits) English - Assessment, EAL, SEN and progression.
The Cumbria Teacher of Reading is also taught across the year. Students complete the Level 3 Safeguarding CEOP (Child Exploitation Online Prevention) Certificate prior to Extending Placement.
### BA (Hons) Primary Education: Inclusion with SEND (with QTS)

**Overview of University input in each year of the four-year degree course**

<table>
<thead>
<tr>
<th>Year of course</th>
<th>University study</th>
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| 1 – Beginning Teaching | Beginning Teaching Studies (Year)  
Barriers to Learning 1(Semester 1)  
Barriers to Learning 2(Year)  
Beginning to Teach Mathematics (Semester 1)  
Beginning to Teach English (Year)  
Beginning to Teach Physical Education (Semester 2)  
Beginning to Teach Computing (Semester 2)  
Introduction to Inclusion (Semester 2)  
The Cumbria Teacher of Reading: Beginning (Semester 2) |
| 2 – Developing Teaching | Developing Teaching (Year)  
Perspectives on Inclusion (Semester 1)  
Religious Education, SMSC, and PSHE (Semester 1)  
Application of Theory: Contextualised Learning (Year)  
Developing Thinking in Science and Mathematics (Year)  
The Cumbria Teacher of Reading: Developing (Year)  
Preparation for Placement (QPU): Computing, P.E., M.F.L., English, EYFS |
| 3 – Developing Teaching | Applying Teaching Studies (Year)  
Effective Monitoring and Assessment of diverse learners in Primary English (Year)  
Science and Mathematics in the Primary School (Semester 1)  
Creative Approaches to the teaching of History, Geography and Design Technology (Semester 1)  
Policy Discourses (Semester 1)  
The students have curriculum sessions (QPU) before placement in the following subjects: Science, Mathematics, Music, Drama, Art, Early Years (EYFS), PE, MFL and Computing. Students should aim to develop their knowledge and understanding of the teaching of these subjects whilst on school placement – they are not required to plan and teach all of these subjects.  
The Cumbria Teacher of Reading (Developing) (Semester 1)  
Research Proposal (Semester 2) |
4 – Extending Teaching

Creative Approaches to Teaching in the Core Subjects (Sem. 1)
Dissertation/Special Study (Semester 1)
Understanding and Managing Behaviour (Semester 1)
The Cumbria Teacher of Reading (Semester 1)
Knowledge and Understanding of Subject Leadership (Year)
International Approaches to Inclusion (Year)

PGCE Primary 2018-19
Overview of university input at each phase

Beginning Phase

When the PGCE students undertake their beginning placement they will have had input on and engaged with;
• Basic behaviour management strategies;
• Some aspects of working with children with SEND;
• Activity and lesson planning and setting progress indicators/lesson objectives and success criteria.
• Strategies for undertaking effective formative assessment
• Safeguarding. They should also have completed level 1 safeguarding and channel online training.

They have had seven hours of English and 8 hours of Maths specific pedagogy which complements the work above. They have also had introductions to PE, Science and Computing.

Developing Phase

When the PGCE students undertake their developing placement they will have had input on and engaged with;
• Planning for progression (weekly planning);
• An assessment workshop, where they will revisit formative assessment, explore principles and see some context-specific summative assessment practice;
• Behaviour for learning;
• PSHE and resilience.

They will have had a further two hours English and Maths subject specific pedagogy and four further hours of PE input. At this phase they will also have had specific foundation subject input on History, Geography, RE, Design Technology and MFL.
In addition to this students will also receive CEOP training.

Extending phase

When our PGCE students begin their extending placement, they still have considerable learning to engage with. In addition to the previous phases, the students receive input on and have engaged with;
• Meeting the needs of children with EAL,
• Using data in classroom assessment – with a particular focus on purpose and principles.
• Equality and diversity.

In addition, they will have had further four hours subject specific input on English and five on Maths. The will have had further input on PE, Computing and Science. In addition, they will have also had specific foundation subject input on Music.