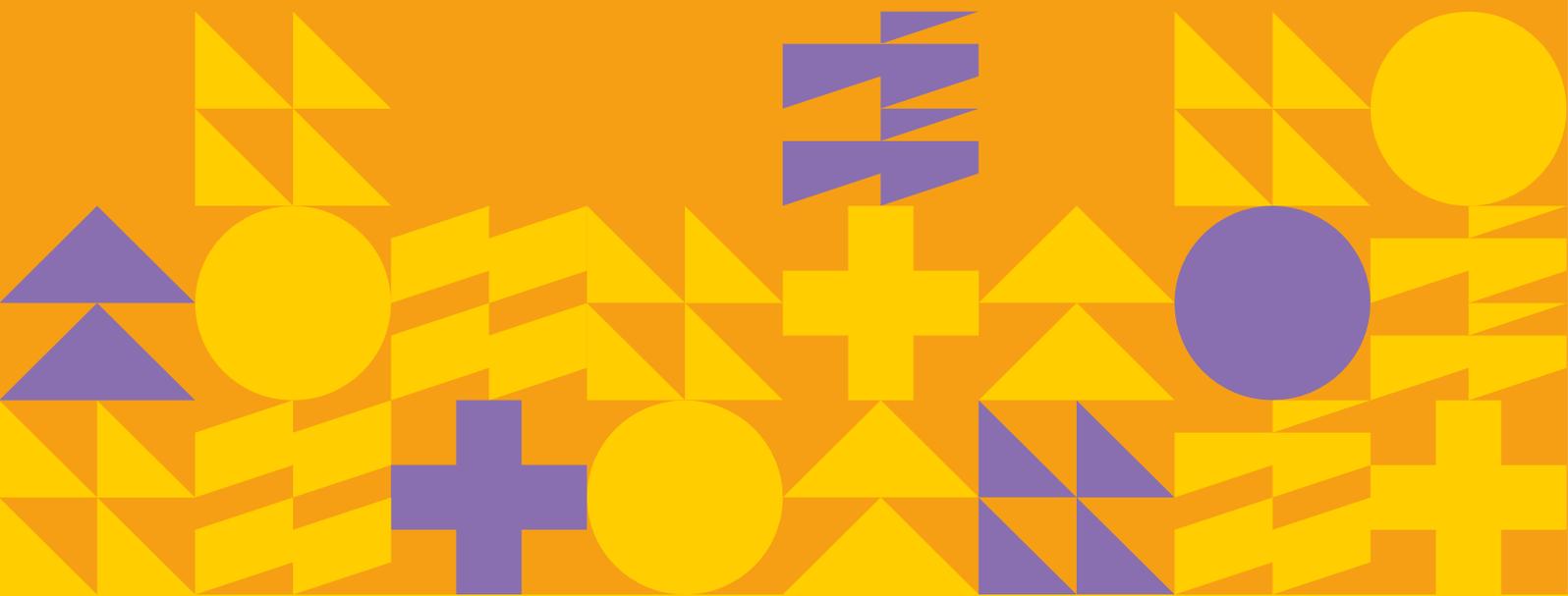


University of Cumbria

Subject Knowledge

Primary Students



“Aspirational training to achieve inspirational teachers with pupils’ learning and well-being at the heart of our partnership”

Contents

Introduction.....	3
Subject Knowledge – Music.....	4
Subject Knowledge – Maths.....	5
Subject Knowledge – History.....	6
Subject Knowledge – Geography.....	8
Subject Knowledge – Science.....	10
Subject Knowledge – English.....	12
Subject Knowledge – Design and Technology.....	13
Subject Knowledge – PE.....	14
Subject Knowledge - Religious Education.....	16
Subject Knowledge – Computing.....	17
Subject Knowledge – Art.....	18
Subject Knowledge – Foreign Languages.....	20

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 look 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

Burnard, P. Murphy, R. (2013). Teaching Music Creatively. London. Routledge

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 mainly 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 and Early Years Education (3-11) with QTS course a History Enhancement may be offered in some years. This consists of 3 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 – 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 - 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. Student membership is available at a reasonable price but the articles are also available through the One Search facility through the library.

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.cumbriaimagebank.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://historicensland.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 -

Cooper, H (Ed) (2017) ***Teaching History Creatively*** (2nd Edition) London: Routledge

Turner-Bisset, R. (2012) ***Creative Teaching- History in the Primary School*** 2nd Edition Abingdon: David Fulton – although it's now dated this is a good basic introduction to teaching history

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

Dixon, L. and Hales, A. (2014) ***Bringing History Alive through Local People and Places*** London: Routledge

Doull, K. Russell, C. and Hales, A. (2019) ***Mastering Primary History*** London: Bloomsbury

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

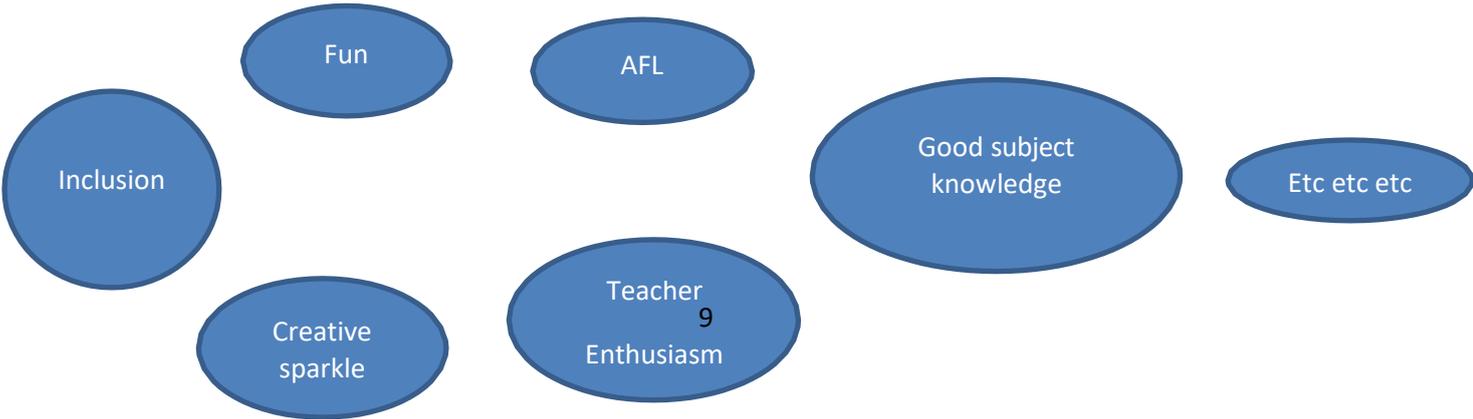
Sun's rays are for listing the geographical skills



Centre of 'several' flowers = key topic enquiry questions

Petals = National Curriculum links

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



Name:

Date:



Sources of Evidence

This Science Personal Audit

Analysis and Reflections of observations from Beginning Placement

Science Sessions notes

Lesson Observations and Placement Reports

Examples of assessments of pupils' work in Placement file

Targets in Career Entry Development Profile

Q3: 'Demonstrate good subject and curriculum knowledge'

Subject knowledge per se
Pedagogy: subject theory and practice
Pupils development
Attitudes

- The essential knowledge and understanding needed in order to teach a subject effectively

- An understanding of the teaching skills and strategies needed to teach all pupils effectively

- An understanding of how learning is linked to pupils' development and their social, religious, ethnic, cultural and linguistic background and contexts

- Positive attitudes to pupils' learning that underpin subject knowledge, skills and understanding

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.

Misconception	Action Required...?
<ul style="list-style-type: none"> • 'You do it 3 times to get an average.' • 'We did it 3 times to make it accurate.' 	
<ul style="list-style-type: none"> • plants get their food from the soil. • seeds are not alive • Plants do not respire • humans are not animals • a cod, an earthworm and a snail are not really animals • we have blue and red blood • some foods are unhealthy for you and you should not eat them. 	
<ul style="list-style-type: none"> • air makes a balloon lighter when you blow it up • cotton wool and hair are not solids • water disappears during drying • ice 'turns' into water when it melts • water is 'created' when warm air hits a cold surface • a snowball will melt more quickly when wrapped in a woollen scarf 	
Electricity <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • we can see in the dark • light only bounces off 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 <ul style="list-style-type: none"> • 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 	
Earth and Beyond	

- | | |
|---|--|
| <ul style="list-style-type: none">• 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.

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.

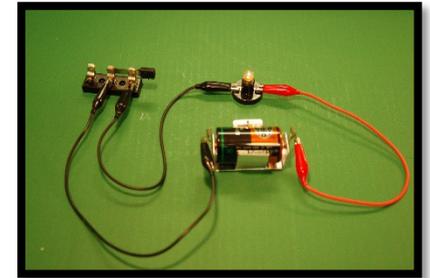
Subject Knowledge – Design and Technology

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)

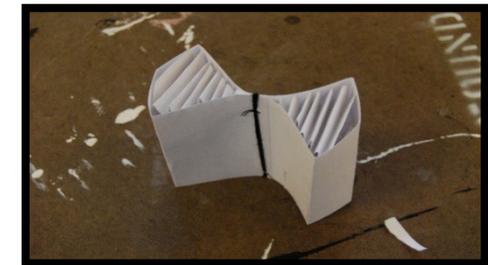
gears, pulleys, cams, levers, linkages (KS2)

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:

<u>AGILITY, BALANCE, CO-ORDINATION</u>	<u>PRACTISING</u>	<u>SAFETY</u>	<u>RULES, CONVENTIONS AND CONDITIONS</u>	<u>STRATEGIES, TACTICS AND COMPOSITIONAL IDEAS</u>	<u>HEALTH-PROMOTING PHYSICAL ACTIVITY</u>	<u>EMOTIONAL AND SOCIAL SKILLS</u>
<u>FUNDAMENTAL MOVEMENT SKILLS</u> Stability, Locomotion, Manipulation.	Adjust STEP. Risk failure. Persevere.	Awareness and practice of SAFE STEP.	Aim, area, duration, participants, roles, equipment, starts, scoring, fouls.	Strategies: use of equipment, response to conditions and environment. Tactics: create and exploit space, deny space. Compositional ideas: What? How? Where? Who?	Body awareness, effects of activity, benefits of activity, components of fitness, principles of fitness, activity programmes.	Coping, Conduct, Communication.
<u>FUNCTIONAL MOVEMENT SKILLS</u> Activity-specific						

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:

<u>SPACE</u>	<u>TASK/TIME</u>	<u>EQUIPMENT</u>	<u>PEOPLE</u>
* Private – Partner – Group – Public * School – Local – Wider environment * Stable – Unstable	* Teacher determined - Pupil determined * Single – Multiple * Drill – Conditioned practice – Full activity * Performer – Official – Coach – Judge – Spectator	* Adapted/Mini – Full	* Self – Pair – Small group – Large group * Teacher – Peer – Self

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 carousel (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 brushes. 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.

Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

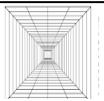


Students will develop their own appreciation of art and recognise how works can be a source of inspiration for their own work and that of their pupils.



Students will learn how they can use works of art to teach techniques and understand the elements of art.

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

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.

Foreign Languages:



“Learning a Foreign Language is a liberation from insularity and provides an opening to other cultures” (DfE, 2013).

The sessions are aimed at developing the pedagogy behind Foreign Language teaching and at boosting students confidence in approaching FL in the primary school whatever their linguistic ability .

Students will be introduced to a range of strategies that will enhance children’s communication skills in a FL by developing the 4 fundamental skills : listening/ speaking / reading/ writing.

The topics introduced are drawn from the non-statutory KS2 Framework for Languages and its 5 core strands: Literacy, Oracy, Intercultural Understanding, Knowledge about Language, Language Learning Strategies and are delivered referring to the specific curriculum requirements for language learning at KS2 .

KS2 Indicative content:

Year 3	Year 4	Year 5	Year 6
greetings	food	descriptions	planets
colours	family	school	entertainment
days and months	weather	daily routines	the French speaking world
all about me	clothes	healthy eating	festivals and traditions
where I live	music	hobbies	the news

Examples of the grammar points

- Gender
- Nouns
- Adjectives
- Subject pronouns
- Regular Verbs
- Irregular Verbs
- Tenses
- Opinions (verbs and adjectives)
- Questions
- Conjunctions



covered:

Depending on the QTS programme you are following , you will explore the following areas:

- Developing intercultural understanding in the FL classroom:
- Planning /assessing/ differentiating/cross curricular links



- Teaching and learning
- Pedagogical approaches to FL teaching
- Creative approaches
- The use of target language in the classroom
- Stories, songs and rhymes
- Developing Communicative language /classroom language
- Subject knowledge
- Learning environments (classroom/school/outdoor /virtual / local visits/ visits abroad /social medias: texting, skypeing etc.)
- FL / EAL : useful approaches to language learning

