

# PGCE Early Years and Primary Education

Multilingual Nurseries and Classrooms

Foundation Studies and RE



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# Foundation Subjects

## Introduction

### **Context:**

Primary schools are currently required to provide a broad and balanced curriculum and, for each subject area, implement the Programmes of Study as outlined in the National Curriculum handbook (2000). Foundation Stage settings usually adhere to the principles underlying good Early Years provision as set out in the Early Years Foundation Stage (2007) and tends to plan for learning which is holistic and cross-curricular, based on knowledge of young children's development and observation of interests and needs.

For Primary schools in England the demands of an assessment led curriculum and the publication of league tables can lead to a diminished provision where the teaching centre's on those subjects that are formally assessed via SATs-English, Math's, and to a lesser extent, Science. The impact of the National Literacy and Numeracy Strategies has been very powerful (even though they are not statutory requirements) and has led to reduced teaching time for Foundation subjects. It has also led teachers in both Key Stage 1 and 2 to teach subjects separately, rather than consider possible cross-curricular and thematic links. The key purposes and values of the National Curriculum could be said to be compromised by reductive models of teaching and learning.

1999 saw the publication by the Advisory Committee for Creative and Cultural Education of All Our Futures. The committee urged the government to give more consideration to the lack of creativity in teaching and learning and also to consider how creativity exists outside the so-called Creative Arts. The Foundation Subjects offer many opportunities for exploring and discussing the nature of creativity and independent, investigative, imaginative learning (and teaching).

In 2003 the DfES published a document called Excellence and Enjoyment (The Primary National Strategy) which went some way to acknowledging the imbalance currently happening in the Primary curriculum. Materials and guidance are now being published to support teachers thinking and planning for more cross-curricular work.

OFSTED (2005) noted that 'The most successful schools have fully explored the meaning of 'creativity' and recognise creative development as integral to a broad, balanced and relevant curriculum. Some have also identified the most effective learning styles of individual pupils and are beginning to consider personalised learning. In these schools, teachers encourage pupils to become independent learners and involve them in assessing their own progress.' (OFSTED 2005, Primary National Strategy-An Evaluation of its impact in Primary Schools 2004-5)

We are committed to providing students with courses in the Foundation Subjects but are required as an ITE provider to follow the requirements of the National Standards for QTS (2007). However, past student evaluations have made very strong requests for experience of all Foundation Subjects rather than a selection. We have therefore planned the timetable so that all students receive 4 sessions of every Foundation Subject and RE and PE\*\*. The knowledge and skills pertaining to each subject/area of learning have the potential to be transferred to other areas, thus bringing about a rich cross-fertilisation of ideas and practices.

\*\*this subject have their own handbook.

## QTS Standards

The QTS standards below are generic throughout the foundation subjects. Please refer to the standards booklet.

*Professional Attributes Q3,  
Professional knowledge and understanding Q12, Q13 Q14b Q15, Q16  
Professional Skills Q19 Q21*

## Attendance

Attendance and punctuality are both demonstrations of your professional commitment to teaching. Lateness disrupts teaching and offends those colleagues who are on time. We keep registers for each course but you are responsible for your own attendance. Please note that references for employment will carry a statement about your attendance and punctuality.

The expectation for attendance in all subjects is 100%. Any unavoidable absences must be reported to your Group Tutor and, if possible, to the tutor whose session you miss. You can do this by phone or email (numbers and addresses are in the Course Handbook). You can also leave a message with the School Administrator on 020 7133 2661. Make sure you leave precise information about your self for him/her to convey to appropriate staff.

## Timetable

As stated, all students will have 4 sessions of each Foundation Subject taught across the academic year.

See your Course handbook for dates and a full timetable. A weekly timetable is posted on the Board on Level BELG and on Weblearn.

## Staffing

Subject	Tutor	Room	Contact details
Art	TBA		
Drama	Alastair Daniel	BEUG10	X email <a href="mailto:alastair.daniel@londonmet.ac.uk">alastair.daniel@londonmet.ac.uk</a>
Geography	Ian Barrett	BEUG04	XTBA email: <a href="mailto:ianbarrett@londonmet.ac.uk">ianbarrett@londonmet.ac.uk</a>
History PR	David Rosenberg	BEUG03	X2157, email <a href="mailto:davidrosenberg58@googlemail.com">davidrosenberg58@googlemail.com</a>
	Marion Try	BEUG03	X2157, email <a href="mailto:mariontry@tiscali.co.uk">mariontry@tiscali.co.uk</a>
Music	TBA		
PHSE EY	Vyvian Shaw	BEUG03	X2157, email: <a href="mailto:vyvianshaw@aol.com">vyvianshaw@aol.com</a>
RE	Ian Barratt	BEUG05	XTBA email: <a href="mailto:ianbarrett@londonmet.ac.uk">ianbarrett@londonmet.ac.uk</a>

**Generic Bibliography**

- DfEE/QCA (1999) The National Curriculum handbook
- DfEE/QCA (2000) Curriculum Guidance for the Foundation Stage
- DfES (2003) Excellence and Enjoyment A Strategy for Primary Schools
- NACCCE (1999) All Our Futures: Creativity, Culture and Education DfEE
- Fisher R & Williams M (eds) (2004) Unlocking Creativity-Teaching across the Curriculum  
David Fulton

There is a separate bibliography for each subject following the course outline.

# Foundation Studies Portfolio

In order to demonstrate that you have gained subject knowledge in the foundation subject areas and how to teach them, you will need to keep a portfolio. This will be completed through a webportfolio in Pebble Pad, completed by April 23rd 2011 to enable tutors to see your work.

## *Standards covered*

### Professional knowledge and understanding

These standards require newly qualified teachers to be confident in the subjects they teach and to have a clear understanding of how all children and young people make progress.

Q14 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.

Q15 Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.

Q18 Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

Q22 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge

Your portfolio will be looked at with these QTS standards in mind.

## What should be in the portfolio

First thing you need to do is to carry out the self-assessment. This will allow you to analyse your subject knowledge at the beginning.

For each subject, you need to think about the following.

- Subject Area
- What do I know about teaching this subject?
- What do I need to do (apart from attend the course)?

Please post this in your webportfolio on Pebble Pad as an introduction to each foundation subject and RE.

During the time you take a foundation subject, reflect on the learning and your involvement for each subject area. In the portfolio you need to collect evidence of participation.

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This could be

- something you produced; e.g. a piece of art work (scan this in)
- notes for the session; e.g. handouts, plans of how you could use PE sessions. (uploaded, most will be on weblearn for you to use)
- photographic evidence if something you made e.g. something you made in ART
- photographs of your active participation of the subject area.
- a reflection of your learning

At the end of the course you will need to identify targets for your professional development in each of the Foundation Subject areas. These targets should be completed on pebble pad by April 23rd 2011.

# Art Design and Craft Development

## Tutor TBA

The art, design and craft course is a practical course intended to give students an overview of the creative possibilities within the curriculum both during the Early Years and Primary phase. This is a hands-on course where we will look at and explore notions of drawing and examine ways to develop children's visual and tactile understanding and skills through working with a range of materials. Throughout the sessions students will look at and discuss samples of children's work.

Students who have access to a camera are strongly advised to keep a photographic record of their work during sessions. A sketchbook of personal work reflecting students' development of knowledge, skills and concepts will be produced over the 3 sessions for assessment purposes. (Please bring an apron or old shirt to protect your clothes and remember that very long fingernails can compromise your participation in practical work).

## Learning Outcomes

- Have had a practical introduction to a variety of art materials and tools. Are familiar with suggestions and instruction in a range of techniques and processes. Beginning to understand how to progressively develop skills, with knowledge of how to talk to children about their own and others' work
- Have an understanding of the need for a broad arts curriculum that develops aesthetic considerations and a visual language that can express, ideas and feelings
- Have an understanding of how we learn through creative opportunities and have become familiar with ways of managing and organising resources and children in and out of the Early Years setting
- Has looked at the work of artists and craftspeople and how this can impact on children's own work, responses and interpretation of the visual world
- Have an overview of the Foundation Stage and KS1 requirements and ways to plan and assess art, craft and design discretely and within a cross-curricular or integrated approach.

## Programme for Early Years

### Session 1 Early Years - Drawing and soft materials

During this first session we will look at tactile experience and drawing as a tool for learning. Examining stages and purposes of drawing we will consider how young children learn through these creative opportunities. Using a variety of drawing tools we will look at mark making, early drawing and how to introduce drawing from first hand observation to young children. We will build on our investigations in drawing and tactile experience with opportunities to explore soft materials, including clay, Plasticene and play dough. Techniques of modelling and carving will be introduced and students will have an opportunity to develop their skills using these soft materials during a range of projects. Ways to incorporate the use of other artists when working with young children will also begin to be considered.

### Session 2 Early Years – 3D materials, using artists and ways of planning

We will continue to pursue an understanding of how creativity and the imagination can be developed in the Early Years. We will further explore visual and tactile learning experiences through constructing with 3D materials. These will include wood, wire and recycled materials.

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Practical work with these materials will explore a variety of techniques and compare 3D with 2D work. More ways to incorporate the use of other artists will be considered and students will also begin to think about planning and organising learning opportunities for creative development in the classroom or early years setting.

### Session 3 Early Years – Printmaking and mixed media

During this final session we will look in detail at the National Curriculum requirements for the Foundation Stage and KS1. We will consider further approaches to planning, organisation and management of art and creative opportunities for the EY including cross-curricular and integrated approaches. Practical work will focus on exploring providing opportunities for expression. Using a variety of starting points students will investigate the medium of printmaking and using mixed media. Introductions to mono-printing, block printing, paint and collage materials which will further develop students' subject knowledge within a broad and creative curriculum.

## **Programme for Primary Students**

### Session 1 Primary – Drawing and Clay

During this first session we will look at drawing and clay work as a tool for learning and students will develop their understanding of the subject possibilities, and concepts of progression. We will consider the varied purposes and contexts for drawing. Stages of drawing, the elements of art and ways of talking to children about developing their visual work will be explored. Work with a variety of drawing tools, techniques and differentiated activities will begin to familiarise students with the possibilities of starting points for art across the curriculum. Close observational drawing will be introduced and students' drawings will be used to develop work using clay and Plasticene. The techniques and skills of modelling and carving will be explored through a range of projects. Ways to incorporate the use of other artists when working with children will also begin to be considered.

### Session 2 Primary – 3D materials,

In this second session we will move away from close observation and begin to focus on developing and nurturing children's imaginative work. We will continue to develop our understanding of the elements of art and how to develop work in other media. Further ways to study other artists will be considered and planning, organisation and management strategies will be developed. A hands-on introduction to 3D media including wood, wire and recycled materials will involve exploration, comparisons of 2D and 3D and lead on to collaborative construction work

### Session 3 Primary – Printmaking and Mixed Media

During this final session we will examine the NC requirements for KS1& 2. Approaches to planning, organisation and management will be considered in more detail including the philosophy of thematic, integrated and cross-curricular approaches. Practical work will involve the importance of looking at and discussing varied artists' and crafts peoples' work including art from different cultures, places and across time. Practical work exploring print and using mixed media will be developed with an emphasis on considerations of using and developing the concepts of expression in art and design.

## **Bibliography**

- Liptai S 'Creativity in Music and Art' in Fisher R and Williams M (2004) Unlocking Creativity David Fulton pp 133-149
- Callaway G & Kear M (1997) Teaching Art and Design in the Primary School David Fulton
- Callaway G & Kear M (eds) (2000) Improving Teaching and Learning in the Arts Falmer
- Heberholz D & B (1996) Artworks for Elementary Teachers: Developing Artistic and Perceptual Awareness

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- Jarratt R (2002) ICT Handbook: Art and Design (Primary ICT Handbook)
- Nelson Thornes
- Gentle K (1993) Teaching Painting in the Primary School Cassell
- Gentle K (1985) Children and Art Teaching Croom Helm
- Hawkins B (2002) Children's Drawing, Self Expression, Identity and Imagination Journal of Art and Design Education 21.3. 2002
- Manners N (1995) Three-Dimensional Experience Hodder & Stoughton
- Matthews J (2003) 2nd ed. Drawing and Painting: Children and Visual Representation Paul Chapman
- Mitchell R (1997) Art 7-11: Developing Primary Teaching Skills ??
- O'Reilly S (1994) Block Printing Wayland
- Parton G (2000) Belair Early Years: Hands on ICT Belair Publications
- Robinson G (1996) Sketchbooks\_Explore and Store Hodder & Stoughton
- Sedgwick D & F (1995) Art Across the Curriculum Hodder & Stoughton
- Sedgwick D & F (1993) Drawing to Learn Hodder & Stoughton
- Watkins M (1998) Artworks: A Scheme of Work For Art from Early Years to Key Stage 2 LBTH Learning Design

## Websites

- [www.accessart.org.uk](http://www.accessart.org.uk)
- [artcyclopedia.com](http://artcyclopedia.com)
- Arts alive (QCZ development project) [www.qca.org.uk/artsalive](http://www.qca.org.uk/artsalive)
- [www.arteducation.co.uk](http://www.arteducation.co.uk)
- [www.ed.uce.ac.uk](http://www.ed.uce.ac.uk) (education links for art and design, lesson plans and projects)
- [www.getty.edu/artsednet](http://www.getty.edu/artsednet)
- [www.hitchams.suffolk.sch.uk/ict\\_art/index.htm](http://www.hitchams.suffolk.sch.uk/ict_art/index.htm)
- [www.laade.org](http://www.laade.org) (London Association of art and design)
- [www.lonas.org.uk](http://www.lonas.org.uk)
- [www.nsead.org/addict/index.aspx](http://www.nsead.org/addict/index.aspx)
- [www.24hourmuseum.org.uk](http://www.24hourmuseum.org.uk)
- Sainsbury Centre for Visual Arts (non-European art) [www.scva.org.uk/](http://www.scva.org.uk/)
- Visual Learning Foundation [www.visuallearningfoundation.org/html/about\\_us.html](http://www.visuallearningfoundation.org/html/about_us.html)

# Drama

**Tutor: Alastair Daniel**

## **Context**

Although Drama is embedded within English in the National Curriculum, it has both subject-specific content and skills that can be applied across both the EYFS and primary curricula. In these sessions we will start from the assertion that drama represents a shift from the child's natural ability to play to a form of play that is imaginative, framed, intentional and pedagogic. The nature of Drama, then, as an activity that is both strategic and playful allows it to be a catalyst for creativity in all areas of children's learning, and a key element of these sessions will be the application of knowledge and skills to practise.

Drama provides a social activity, and participative methodology, through which children can explore notions of the self in the safe and supporting environment of the classroom/children's centre. Because of their dependence on a range of communication skills, Drama activities can enhance children's social and emotional aspects of learning, as well as give teachers and children's workers valuable insight into the social competence and emotional well-being of the child. As they experiment with 'as if' (or pretend) behaviours, children take on different roles and test a variety of registers of spoken language and non-verbal communication. This enhancement of communication skills supports not only the child's learning but also their ability to relate to both adults and their peers.

## **Learning Outcomes**

By the end of the sessions students will have:

- knowledge of the power of Drama and the ways in which it can be utilised across the curriculum to enhance children's learning
- started to put together their own toolbox of Drama strategies and interventions for classroom teaching
- an awareness of the subject content of Drama and of ways to structure this successfully to their teaching of Drama sessions and in links with other curriculum areas.

## **Programme for Early Years Students**

### **Session 1: Drama – A rehearsal for life?**

In this first session we will be looking at students' expectations of Drama through their own positive and negative experiences. We shall be exploring ways of turning dramatic play, with which young children are usually so skilled, into more structured Drama. We will consider the role-play area in the EYFS setting and the appropriateness, and purpose, of adult intervention in children's play.

### **Sessions 2 Storytelling**

In this session we will look at storytelling skills for the teacher and exploring the way that storytelling can lead into drama (including interactive story-making). We will work with simple puppets and consider how objects can anchor dramatic play in the here and now. Methods for story memorization will be tried and students will have the opportunity to tell a traditional tale.

### **Session 3: Drama as a cross-curricular methodology**

In this session students will be encouraged to explore their own creativity through new ways with old stories and themes. They will learn 'new' strategies such as 'freeze frame sequencing' and 'role on the wall'. We will use a traditional folk tale as the stimulus for a creative approach to learning across the EYFS and KS1 curriculum and make use of ICT as a means of developing children's drama.

#### **Session 4: 'I'll huff and I'll puff'**

In this final session, students will have the opportunity to develop their own Drama ideas and explore imaginative ways into themes, topics and subjects to be found in the Early Years curriculum. Planning, progression and assessment will also be considered.

#### **Bibliography:**

- Johnson C 'Creative Drama: thinking from within' in Fisher R and Williams M (2004) *Unlocking Creativity* David Fulton pp 55-67
- Ackroyd J & Boulton J (2001) *Drama Lessons for 5-11 year olds* David Fulton
- Booth, D. (2005, 2<sup>nd</sup> Ed') *Story Drama: Creating stories through role playing, improvising and reading aloud*. Markham, Ontario: Pembroke
- Bunyan P et al (2000) *Cracking Drama* NATE
- Chalmers, D (2007) *Drama 3-5: a practical guide to teaching drama to children in the foundation stage*. Routledge/Nursery World
- Datta, M. (2000) *Bilinguality and Literacy: Principles and Practice*. London: Continuum
- Edginton, M. (2004) *The Foundation Stage Teacher in Action: Teaching 3, 4 and 5 year olds*. London: Sage/Paul Chapman
- Grainger, Teresa (1997) *Traditional Storytelling in the Primary Classroom* (Leamington Spa, Scholastic)
- Heathcote D & Bolton G (1995) *Drama for Learning* Heinemann
- Hendy, L. & Toon, L (2001) *Supporting Drama and Imaginative Play in the Early Years*. Open University Press
- Toye, N. and Prendiville (2000) *Drama and traditional story for the early years*. London: Routledge Falmer
- Winston, J. (2004) *Drama and English at the Heart of the Curriculum: Primary and Middle Years*. London: David Fulton
- Winston, W. And Tandy M. (2001 2nd ed') *Beginning Drama 4-11*. London David Fulton
- Woolland, B (2010) *Teaching Drama*. Harlow: Pearson Education

#### **Websites:**

- [www.nationaldrama.co.uk](http://www.nationaldrama.co.uk)
- [www.londondrama.org](http://www.londondrama.org)
- <http://www.teachers.tv/stages/early-years>
- <http://www.sfs.org.uk/> [Society for Storytelling]

# Music

**Tutor: TBA**

**Please note this content may be changed due to change in tutor**

## **Context**

The music sessions start from the premise that music is a universal human experience and that for all cultures/heritages it acts as a powerful medium of expression. Students will consider the role music plays in their own lives and in those of the children they teach, linking it to other arts forms and language. The sessions will address these ideas through practical activities which cover key aspects of composition, both vocal and instrumental, and performance. Listening and appraising will be integral to each session. Media used will include the human body, un-tuned and tuned percussion, recorded and improvised sound makers, and some IT. The 4 sessions will concentrate on music provision for Foundation Stage with reference to the Creative Development section of the Foundation Stage Guidance and the Key Stage 1 and 2 Programmes of Study as outlined in the National Curriculum and the QCA Scheme of Work. NB-the programme will be adapted for the Key Stages being covered.

Students should note that music teaching does not require you to be able to play an instrument, nor to read music.

## **Learning Outcomes**

By the end of the sessions students will have:

- an understanding of the place of music in children's lives and across the curriculum
- secure knowledge of the relationships between listening, composing, performing and appraising and of how to address these successfully through a range of stimulating, enjoyable activities for children in Foundation Stage or Key Stage 1 or 2
- knowledge of the Creative Development Area of Learning for Foundation Stage, as it pertains to Music, of the Programme of Study for Key Stage 1 and 2 and of the QCA Scheme of Work
- some knowledge of ways to assess children's musical development and progression.
- an understanding of rhythmic features of standard notation
- an understanding of the importance of children's physical involvement in Music lessons

## **Programme for Early Years and Primary groups**

### **Session 1: Rhythm, tone and dynamics**

The fundamental part rhythm and rhythmic patterns play in our lives will be investigated using a variety of 'instruments'. A mixture of individual and group activities will demonstrate the relationship between composition, performance and appraisal. We will consider how these activities could be used to develop children's musicality and understanding of key elements of music in Foundation Stage and KS1/2. Students will be introduced to current documentation regarding the teaching of Music.

### **Session 2: Timbre, Texture and Structure**

We will build on the preceding session by adding additional music/sound makers to extend notions of composition, improvisation, performance and appraisal. We will try to investigate how moods are created or implied by different instrumental textures or timbres. Students will be encouraged to consider the qualitative factors involved in a musically pleasing composition, which will be notated using non-standard forms of notation. Some basic rules of harmony will be introduced so that students will know how to enable children to create harmonically

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pleasing compositions.

### **Session 3: Music Structure through Dance**

We will explore the opportunities contained in dance work for children to appreciate the way Music is structured. Students should wear flat, comfortable shoes (or be barefooted), and clothes that allow ease of movement. You are advised to bring a bottle of water. Please note there is nothing classical, difficult, formal or threatening about the dances we shall be doing.

### **Session 4: Music Structure through recording**

We will develop listening/appraisal skills and by recreating and recording instrumental sections of songs, and by composing/recording backing tracks for children's songs. We will explore features which are important in making children's songs effective, and we shall write some songs of our own.

### **Bibliography:**

- Liptai S 'Creativity in Music and Art' in Fisher R and Williams M (2004) Unlocking Creativity David Fulton pp 133-149
- Glover J & Ward S (1998) Music in the Early Years Falmer
- Glover J & Ward S (1998) 2nd ed. Teaching Music in the Primary School Cassell
- Hennessey S (1998) Coordinating Music across the Primary School Falmer
- Harrison C & Pound L (2002) Supporting Musical Development in the Early Years Open University Press
- Swanwick K (1999) Teaching Music Musically Routledge
- DfEE/QCA (2000) Curriculum Guidance for the Foundation Stage
- DfEE (1999) National Curriculum Handbook
- DfEE/QCA (2000) A Scheme of Work for Key Stages 1 and 2

### **Websites:**

[www.hitchams.suffok.sch.uk/ictmusic/index.htm](http://www.hitchams.suffok.sch.uk/ictmusic/index.htm)  
[www.bbc.co.uk/music](http://www.bbc.co.uk/music)  
[www.bbc.co.uk/music/games](http://www.bbc.co.uk/music/games)

### **Musical Instruments can be obtained from:**

Acorn Percussion: 020 7720 2243 [acornpercussion@btinternet.com](mailto:acornpercussion@btinternet.com)  
Knock on Wood: 01423 712912 [Info@knockonwood.co.uk](mailto:Info@knockonwood.co.uk)

### **Horniman Museum**

100, London Road, Forest Hill, SE23, 3PQ 020 8699 1872 [www.horniman.ac.uk](http://www.horniman.ac.uk)  
Open daily 10.00-5.30, entry is free. 13 minutes from London Bridge; other direct service from Victoria (longer journey) or East Croydon. Ring 08457 484950 for train times  
The museum is about 10 minutes walk from Forest Hill station.

Buses stopping outside: 176, 185, 312, 356, P4

The Music Gallery's collection of instruments is probably one of the largest and most comprehensive in Britain and represents music across the world, ie it sets music in its cultural contexts, traditional and contemporary, and as part of rites of passage. As well as the display of instruments, there is a small room where children can play some percussive instruments. There is also a computerised rolling 'screen' where you can call up an instrument, read about it and hear what it sounds like. Since much of the whole museum is devoted to 'the world, its environments, peoples and their cultures', you will also find much more to interest you there too. There are many permanent and temporary exhibitions.

# PSHE : Early Years Students

**Tutor Vyvian Shaw**

## **Context**

In these four sessions we shall be focusing mainly on emotional health within the guidelines for PSHE. Children are not able to learn or function adequately if they are angry, unhappy or frightened and it is in this area that teachers often feel that they lack expertise. There will be help in recognising the state of emotional health of young children, and strategies for encouraging development and emotional literacy.

This will include looking at our own emotional health and the issues which children in our care can trigger in us.

## **Learning Outcomes:**

By the end of the sessions students will have:

- had opportunities to try out new activities and the feelings evoked of so doing
- looked at a range of feelings and the vocabulary used to describe them
- have a greater awareness of their own feelings and of the use of empathy
- been introduced to ways of dealing with sensitive issues in the classroom
- had opportunities for creative planning

## **Session 1 Being, Doing, Thinking – Being at Ease**

- Tuning into feelings activities. How am I feeling today?
- Issues of safety and confidentiality
- Early emotional development, what happens if something is missing?
- Own examples and role plays. Bad practice/good practice

## **Session 2 Group Dynamics/Group Labels**

- Why some children affect us and others do not
- What the 'naughty' child may be saying
- Keeping our emotional self safe
- Working on boundaries for ourselves and our pupils

## **Session 3 Symbolic Play/Work with Objects and Circle Time**

- Using stories, puppets, 'emotion' dolls, masks
- The language of emotions
- Ideas for sessions and 'ethos'
- Teacher Triggers – Owing Projections

## **Session 4 All Behaviour is communication**

- Attachment issues– dealing with difficult and sensitive issues
- Devising and trying out own themes and plans

## **Bibliography**

Curriculum guidance for the foundation stage (2000) QCA

Mosley J (1996) Quality Circle Time LDA

Miller A (1995) The Drama of Being a Child

[www.circle-time.co.uk](http://www.circle-time.co.uk)

# History: Primary Students

**Tutors David Rosenberg and Marion Try**

In our four sessions we will get a taster of history, following the requirements of National Curriculum History for Key Stage 1 and 2. While exploring the specific and distinctive concepts of history we will consider how history can be relevant and interesting, and part of cross-curricular work for children, exemplifying the important creative messages of 'Excellence and Enjoyment'.

## **Learning Outcomes:**

By the end of the sessions students will have:

- Acquired an introductory overview of the approaches, concepts and content of the pupils' curriculum in History
- Acquired some practical ideas about ways of working in order to develop children's knowledge, skills and understanding
- Experienced the enhanced learning offered by participation in a hands-on museum education workshop session
- Reflected on equal opportunities issues and considered appropriate resourcing and approaches to teaching

## **Programme for Primary Students Only**

### **Session 1: main focus-the concepts and content of History in this age phase**

- What History is about and what it is not – and why we teach History
- History as enquiry-based learning-detective work where the case is never closed.
- Why is it so important for children to understand about evidence?
- What are the recommendations and requirements in the National Curriculum for Key stage 1 and 2?
- What will the children meet when they move into key Stage 3?
- Progression and differentiation in approaches to the Upper Primary age range
- How shall we choose what to teach about?
- What are the equal opportunity issues in the study of History?
- Facts, interpretation and controversy – linking History with Citizenship

### **Session 2: Connections and significance-thinking about cause and consequence**

- Using the period Victorian Britain, what do we think are significant issues and why?
- Mapping the connections-the causes and consequences
- An exemplary scheme-Working children in Victorian Britain
- Storytelling, role play and drama techniques in the service of history

### **Session 3: Conceptual focus- using a museum to support your teaching**

- We will meet at the Museum of London, London Wall, EC2Y 5HN. Nina Sprigge, Access and Learning Officer (Primary schools) at the Museum of London will introduce the range of activities and resources the Museum offers for schools. There will be an opportunity to tour the galleries in the company of a curator, and to handle original Roman objects from the Museum's collection with a focus on using evidence-interrogation and interpretation

### **Session 4: main focus-chronology, change and continuity**

- Which skills do young historians need to develop?
- What is the vocabulary of chronology needed for Key Stages 1 and 2?
- How can we help children fit the past into a pattern through work on chronology?
- How can we help them understand cause and consequence through exploring chronology?

## PGCE Foundation Subjects

- How can we represent the chronology and sequencing of invasion and settlement in Britain: Roman-Anglo Saxon-Viking
- Chronology and local history – a case study
- How can we incorporate a timeline into a lesson plan?

## Bibliography

- Andretti K 1993 Teaching History from Primary Evidence David Fulton
- Bage G (2000) Thinking History 4-14: teaching, learning, curricula and communities. Primary Directions Series Routledge/Falmer
- Claire H (1996) Reclaiming our Pasts: Equality and Diversity in the Primary History Curriculum Trentham
- Cooper H (200) The teaching of History in Primary Schools:implementing the revised national curriculum David Fulton
- Corbishley M (ed) 1999 Primary History:using the evidence of the historical environment English Heritage
- Dean J Teaching History at Key Stage 2 Chris Kington publishers
- Fines J & Nichol J 1997 Teaching Primary History Nuffield
- Hewitt M & Harris A (1992) Talking Time! A guide to oral history for schools Tower Hamlets Education
- Hughes P, Cox, C & Goddard G (2000) Primary History Curriculum Guide Fulton Study Guides
- Levstik L & Barton K 1997 Doing History: investigating with children in elementary and middle schools Lawrence Erlbaum Associates
- Nichol J with Dean J 1997 History-7-11, developing primary teaching skills Routledge
- Tunnell M & Ammon R (eds) 1993 The story of ourselves: teaching history through children's literature Heinemann
- Watts R & Grosvenor I (eds) 1995 Crossing the key stages of history: effective history teaching 5-16 and beyond David Fulton
- Woodhouse J, Cooper H & Claire H 2005 Leading Primary History Historical Association
- Wray D & Lewis M 1997 Extending Literacy: children reading and writing non-fiction Routledge

## Books that will provide a multicultural perspective and evidence to support your teaching

### Britain since the 1930s

- Dodgson E 1984 Motherland: West Indian Women to Britain in the 1950s
- Heinemann Ed. (based on secondary children interviewing their mothers)
- File N & Power C 1981 Black Settlers in Britain 1555-1958 Heinemann
- Fryer P 1984 Staying Power: the history of black people in Britain (ch 8 & 9) Pluto
- Green J 1990 'Them': Voices from the Immigrant Community in Contemporary Britain Secker and Warburg
- London Transport Museum 1995 Sun-a-shine, Rain-a-fall-London Transport's West Indian Workforce, London Transport Museum
- Sherwood M 1985 Many Struggles: West Indian workers and service personnel in Britain 1939-45 Karia Press

### General

- Merriman N 1993 The Peopling of London: 15,000 years of settlement from overseas Museum of London press Parts 2 and 3
- Midgley C 1996 'Remember those in bonds as bound with them' in Grant J (ed) Women, Migration and Empire Trentham
- Visram R 1987 Indians in Britain Batsford
- Visram R 1995 The History of the Asian Community in Britain Wayland
- Visram R 1986 Ayahs, Lascars and Princes Pluto
- Visram R 2002 400 years of Asians in Britain

# Geography

**Tutor: Ian Barrett**

## **Context**

Geography is an area of study important to all our lives. We have a unique relationship with the world in which we live: a relationship based on feelings, experiences, and interactions with people, places, objects and events. This course takes personal sense of place as its starting point and explores the significance of place to us all from both individual and cultural perspectives. Geography as an inclusive subject and its important role in addressing racism and negative stereotyping of places is emphasised. Prominence is also given to Geography as a dynamic subject that explicitly looks to the future, engaging children in active decision making and so providing a platform for learning about many aspects of citizenship.

## **Early Years Foundation Stage and Key Stage 1**

### **Learning Outcomes**

This course provides a solid foundation to teaching and learning geography in the Early Years Foundation Stage and Key Stage 1. It aims to equip you with skills, knowledge, understanding and confidence necessary to develop effective and stimulating practice. Specifically, by the end of the four sessions you should have:

- good knowledge and understanding of the guidelines for National Curriculum geography at Key Stage 1, and how the subject relates to the Early Years Foundation Stage areas of learning and early learning goals;
- confidence and ability to use a range of teaching and learning strategies in geography, with a particular emphasis on children's varied learning styles and the importance of first-hand experiences through fieldwork;
- knowledge, understanding and ability to identify cross-curricular links within the geography curriculum, especially by integrating ICT resources and the use of multimedia and visual aids into geography teaching and learning;
- understanding of the need and ability to select appropriate resources which promote equality of opportunity and counteract stereotypical images and attitudes in geographical learning.

### **Session 1: What is geography and how do pupils learn about it?**

We shall begin with examining your own school experiences in relation to the teaching and learning of geography, and then explore how you perceive the key components of geographical study. We shall then attempt to define what geography is and the various methodologies required to teach it.

An overview will be given of progression within the programmes of study for geography in the National Curriculum, and how this links to the Early Years Foundation Stage areas of learning. We shall examine how schools plan for the teaching and learning of geography, and discuss a range of approaches particularly in relation to aspects of geography that will be covered in these sessions.

Emphasis is placed on geography as an integrated curriculum covering geographical enquiry and skills, knowledge and understanding of places, patterns and processes and environmental change and sustainability.

**Standards addressed:** Q1, Q6, Q14, Q15, Q22

### **Recommended References & Reading:**

- Bale: Chapter 1- Young geographers and the worlds inside their heads

## PGCE Foundation Subjects

- Carter: Chapter 3 - Geography in the National Curriculum and Beyond;
- Chapter 6 - Assessment, recording and reporting
- Catling, S & Willy, T. (2009) Chapter 1
- Scoffham, S. (ed.) (2004) Chapter 1
- Wiegand: Chapter 2 - geographical Skills
- The National Curriculum  
<http://curriculum.qcda.gov.uk/key-stages-1-and-2/subjects/geography/keystage1/index.aspx?return=/key-stages-1-and-2/subjects/index.aspx>
- Early Years Foundation Stage  
<http://nationalstrategies.standards.dcsf.gov.uk/earlyyears/eyfsareasoflearninganddevelopment>
- QCA Schemes of Work  
<http://www.standards.dfes.gov.uk/schemes2/geography/?view=get>
- Ofsted report on Geography  
[http://www.ofsted.gov.uk/Ofsted-home/News/Press-and-media/2008/January/Geography-in-schools-changing-practice/\(language\)/eng-GB](http://www.ofsted.gov.uk/Ofsted-home/News/Press-and-media/2008/January/Geography-in-schools-changing-practice/(language)/eng-GB)
- A Different View: Downloadable Resource  
<http://www.geography.org.uk/resources/adifferentview/downloads/>
- Barnaby Bear Resources  
<http://www.geography.org.uk/eyprimary/barnabybear/>  
<http://www.bbc.co.uk/schools/barnabybear/teachers/>

## Session 2: How do pupils develop geographical enquiry and skills?

In this session, we discuss a range of geographical skills and concepts with emphasis placed on geography as an enquiry based subject and the significance of place to identity.

Through geographical enquiry, children should be taught to ask geographical questions and express their views about people, places and environments. We shall examine geographical vocabulary that needs to be developed, as well as the variety of sources of information that can be drawn upon to aid geographical enquiry.

One part of the session will outline how children can develop their skills in making maps and plans. We shall look at the use of globes, maps and plans at a range of scales to illustrate further how these skills can be developed and extended.

The second part of the session will look at different aspects of environmental education; as education through, for and about the environment. We consider how this relates to the study of place at different scales and in different localities. We also consider the importance of geography in relation to education for citizenship and sustainable development and discuss ways in which young children might actively participate in local and global initiatives.

There will also be an emphasis on using fieldwork skills, outside of the classroom, and giving children first-hand practical experiences for developing their geographical knowledge and skills. This will be linked to future learning in Session 3.

**Standards addressed:** Q2, Q6, Q14, Q15, Q25, Q30

### Recommended References & Reading:

- Mapping Our Globe: <http://www.geography.org.uk/resources/mappingourglobe/>
- Geography Through Topics in Primary & Middle Schools, Geographical Association
- Mapstart Series, Catling, S, Collins
- QCA Schemes of Work  
<http://www.standards.dfes.gov.uk/schemes2/geography/?view=get>
- Teaching Ideas: <http://www.teachingideas.co.uk/geography/contents.htm>

### **Session 3: Getting pupils out into the local environment**

This session focuses on teaching and learning about the local area. The importance of fieldwork as a teaching and learning strategy is stressed and part of the session involves local fieldwork activities. Included in these activities will be discussions about how children can develop knowledge and understanding of patterns and processes, such as making observations and recordings of physical and human features in the environment, and how these features may have changed through both natural events and human activities. Knowledge and understanding of how the environment can be improved and sustained will also be a key aspect of this session.

Attention is given to fieldwork organisation and safety. Appropriate QCA Units are considered.

**Standards addressed:** Q7, Q8, Q14, Q15, Q25, Q30

#### **Recommended References & Reading:**

- Carter: Chapter 15, Geography and ICT
- Carter: Chapter 16 - Exploring the local area
- Catling, S & Willy, T. (2009) Chapter 10
- Martin: Chapter 3 - The role of IT in early years geography
- Scoffham, S. (ed.) (2004) Chapter 13
- ICT in geography - <http://curriculum.qcda.gov.uk/key-stages-1-and-2/index.aspx>
- Local Studies 5-13, Geographical Association
- QCA Schemes of Work  
<http://www.standards.dfes.gov.uk/schemes2/geography/?view=get>
- Teaching Ideas:  
<http://www.teachingideas.co.uk/geography/contents01places.htm>
- Homes:  
[http://www.bbc.co.uk/scotland/education/www/homes/kids/index\\_choice.shtml](http://www.bbc.co.uk/scotland/education/www/homes/kids/index_choice.shtml)
- Buildings: <http://www.bbc.co.uk/scotland/education/www/buildings/>

### **Session 4: How can pupils develop knowledge and understanding of distant places?**

In the final session you will be given opportunities to reflect on how children know about places and consider the challenges of teaching and learning about distant places. We use practical activities to establish frameworks for the study of distant places, and to develop skills in using a range of resources - artefacts, story and reference books, photographic images, maps etc. We also look at QCA Units of Work appropriate to learning about distant places at KS1 and consider how these can be adapted and/or developed to teaching and learning in the inner-city context.

There will be a strong emphasis on elements of geographical study such as development education and citizenship, which will involve discussing ways in which young children might actively participate in local and global initiatives. Throughout the session the importance of teaching and learning strategies and the selection of appropriate resources that challenge stereotypical racist attitudes and promote equality will be highlighted.

**Standards addressed:** Q1, Q10, Q14, Q22, Q25, Q30, Q31

#### **Recommended References & Reading:**

- Catling, S & Willy, T. (2009) Chapters 8 & 1
- Nutbrown: Chapter 7 - Nourishing children's thinking through stories
- Palmer: Chapter 1- The young child in the geographical world
- Development Education Organisation: <http://www.dea.org.uk/>
- [http://www.geography.org.uk/download/GA\\_AUEYPPCDistantPlaces.pdf](http://www.geography.org.uk/download/GA_AUEYPPCDistantPlaces.pdf)

## PGCE Foundation Subjects

- St.Lucia Photos: <http://www.geography.org.uk/eyprimary/squaretwo/stluciaphotos/>
- Primary Geography Matters: Inequalities, Geographical Association
- Teaching Ideas: <http://www.teachingideas.co.uk/geography/contents01places.htm>
- Scottish Woodlands:  
<http://www.bbc.co.uk/scotland/education/www/scottishwoodlands/>
- Tale of Two Cities:  
<http://www.bbc.co.uk/schools/twocities/>
- Scoffham, S. (ed.) (2004) Chapter 14

## Key Stage 1 and Key Stage 2

### Learning Outcomes

This course provides a solid foundation to teaching and learning geography in Key Stage 1 and Key Stage 2. It aims to equip you with skills, knowledge, understanding and confidence necessary to develop effective and stimulating practice. Specifically, by the end of the four sessions you should have:

- good knowledge and understanding of the guidelines for National Curriculum geography at Key Stage 1 and Key Stage 2;
- confidence and ability to use a range teaching and learning strategies in geography, with a particular emphasis on children's varied learning styles and the importance of first-hand experiences through fieldwork;
- knowledge, understanding and ability to identify cross-curricular links within the geography curriculum, especially by integrating ICT resources and the use of multimedia and visual aids into geography teaching and learning;
- understanding of the need and ability to select appropriate resources which promote equality of opportunity and counteract stereotypical images and attitudes in geographical learning.

### Session 1: What is Geography and how do pupils learn about it?

We shall begin with examining your own school experiences in relation to the teaching and learning of geography, and then explore how you perceive the key components of geographical study. We shall then attempt to define what geography is and the various methodologies required to teach it.

An overview will be given of progression within the programmes of study for geography in the National Curriculum and the QCA Schemes of Work. We shall examine how schools plan for the teaching and learning of geography, and discuss a range of approaches particularly in relation to aspects of geography that will be covered in these sessions.

Emphasis is placed on geography as an integrated curriculum covering geographical enquiry and skills, knowledge and understanding of places, patterns and processes and environmental change and sustainability.

**Standards addressed:** Q1, Q6, Q14, Q15, Q22

### Recommended References & Reading:

- Bale: Chapter 1- Young geographers and the worlds inside their heads
- Carter: Chapter 3 - Geography in the National Curriculum and Beyond;
- Chapter 6 - Assessment, recording and reporting
- Wiegand: Chapter 2 - geographical Skills
- The National Curriculum  
<http://curriculum.qca.org.uk/key-stages-1-and-2/subjects/geography/keystage1/index.aspx>
- QCA Schemes of Work  
<http://www.standards.dfes.gov.uk/schemes2/geography/?view=get>

## PGCE Foundation Subjects

- Ofsted report on Geography  
[http://www.ofsted.gov.uk/Ofsted-home/News/Press-and-media/2008/January/Geography-in-schools-changing-practice/\(language\)/eng-GB](http://www.ofsted.gov.uk/Ofsted-home/News/Press-and-media/2008/January/Geography-in-schools-changing-practice/(language)/eng-GB)
- A Different View: Downloadable Resource  
<http://www.geography.org.uk/resources/adifferentview/downloads/>
- Barnaby Bear Resources  
<http://www.geography.org.uk/eyprimary/barnabybear/>  
<http://www.bbc.co.uk/schools/barnabybear/teachers/>

### **Session 2: How do pupils develop geographical enquiry and skills?**

In this session, we discuss a range of geographical skills and concepts with emphasis placed on geography as an enquiry based subject and the significance of place to identity.

Through geographical enquiry, children should be taught to ask geographical questions and express their views about people, places and environments. We shall examine geographical vocabulary that needs to be developed, as well as the variety of sources of information that can be drawn upon to aid geographical enquiry.

One part of the session will outline how children can develop their skills in making maps and plans. We shall look at the use of globes, maps and plans at a range of scales to illustrate further how these skills can be developed and extended.

The second part of the session will look at different aspects of environmental education; as education through, for and about the environment. We consider how this relates to the study of place at different scales and in different localities. We also consider the importance of geography in relation to education for citizenship and sustainable development and discuss ways in which young children might actively participate in local and global initiatives.

There will also be an emphasis on using fieldwork skills, outside of the classroom, and giving children first-hand practical experiences for developing their geographical knowledge and skills. This will be linked to future learning in Session 3.

**Standards addressed:** Q2, Q6, Q14, Q15, Q25, Q30

#### **Recommended References & Reading:**

- Mapping Our Globe: <http://www.geography.org.uk/resources/mappingourglobe/>
- Geography Through Topics in Primary & Middle Schools, Geographical Association
- Mapstart Series, Catling.S, Collins
- QCA Schemes of Work  
<http://www.standards.dfes.gov.uk/schemes2/geography/?view=get>
- Teaching Ideas: <http://www.teachingideas.co.uk/geography/contents.htm>

### **Session 3: Getting pupils out into the local environment**

This session focuses on teaching and learning about the local area. The importance of fieldwork as a teaching and learning strategy is stressed and part of the session involves local fieldwork activities. Included in these activities will be discussions about how children can develop knowledge and understanding of patterns and processes, such as making observations and recordings of physical and human features in the environment, and how these features may have changed through both natural events and human activities.

Knowledge and understanding of how the environment can be improved and sustained will also be a key aspect of this session.

Attention is given to fieldwork organisation and safety. Appropriate QCA Units are considered.

**Standards addressed:** Q7, Q8, Q14, Q15, Q25, Q30

### **Recommended References & Reading:**

- Carter: Chapter 15, Geography and ICT
- Carter: Chapter 16 - Exploring the local area
- Martin: Chapter 3 - The role of IT in early years geography
- ICT in geography - <http://curriculum.qcda.gov.uk/key-stages-1-and-2/index.aspx>
- Local Studies 5-13, Geographical Association
- QCA Schemes of Work  
<http://www.standards.dfes.gov.uk/schemes2/geography/?view=get>
- Teaching Ideas:  
<http://www.teachingideas.co.uk/geography/contents01places.htm>
- Homes:  
[http://www.bbc.co.uk/scotland/education/www/homes/kids/index\\_choice.shtml](http://www.bbc.co.uk/scotland/education/www/homes/kids/index_choice.shtml)
- Buildings: <http://www.bbc.co.uk/scotland/education/www/buildings/>

### **Session 4: How can pupils develop knowledge and understanding of distant places?**

In the final session you will be given opportunities to reflect on how children know about places and consider the challenges of teaching and learning about distant places. We use practical activities to establish frameworks for the study of distant places, and to develop skills in using a range of resources - artefacts, story and reference books, photographic images, maps etc. We also look at QCA Units of Work appropriate to learning about distant places at Key Stage 1 and Key Stage 2 and consider how these can be adapted and/or developed to teaching and learning in the inner-city context.

There will be a strong emphasis on elements of geographical study such as development education and citizenship, which will involve discussing ways in which young children might actively participate in local and global initiatives. Throughout the session the importance of teaching and learning strategies and the selection of appropriate resources that challenge stereotypical racist attitudes and promote equality will be highlighted.

**Standards addressed:** Q1, Q10, Q14, Q22, Q25, Q30, Q31

### **Recommended References & Reading:**

- Nutbrown: Chapter 7 - Nourishing children's thinking through stories
- Palmer: Chapter 1- The young child in the geographical world
- Development Education Organisation: <http://www.dea.org.uk/>
- [http://www.geography.org.uk/download/GA\\_AUEYPPCDistantPlaces.pdf](http://www.geography.org.uk/download/GA_AUEYPPCDistantPlaces.pdf)
- St.Lucia Photos: <http://www.geography.org.uk/eyprimary/squaretwo/stluciaphotos/>
- Primary Geography Matters: Inequalities, Geographical Association
- Teaching Ideas: <http://www.teachingideas.co.uk/geography/contents01places.htm>
- Scottish Woodlands:  
<http://www.bbc.co.uk/scotland/education/www/scottishwoodlands/>
- Tale of Two Cities:  
<http://www.bbc.co.uk/schools/twocities/>

### **Main Reading and Resources**

- Bale, J.,(1987) Geography in the Primary School, London: Routledge
- Carter, R. (1998) Geography Handbook Sheffield:GA
- Catling, S (1995) Placing Places, Sheffield: Geographical Association
- Catling,S & Willy,T. (2009) Teaching Primary Geography: Learning Matters
- Martin, F (1995) Teaching Early Years Geography.Chris Kingston
- Martin, F (2006) Teaching Geography in Primary Schools, Chris Kingston
- Nutbrown, C (1999) [Chpt 7] Threads of Thinking Paul Chapman
- Palmer, J. (1994) Geography in the Early Years, London: Routledge
- Scoffham, S. (ed.) (2004), Primary Geography Handbook, Geographical Association
- Wiegand, P (1993) Children and Primary Geography, London: Cassell
- Ofsted (2004), Ofsted Subject Reports 2002/03: Geography in Primary Schools, Ofsted
- Ofsted (2005), Ofsted Subject Reports 2003/04: Geography in Primary Schools, Ofsted

PGCE Foundation Subjects

**Journal:**

Primary Geographer, Geographical Association

**Websites:**

- Geographical Association: <http://www.geography.org.uk/>
- <http://www.qca.org.uk/geography/>
- <http://www.standards.dfes.gov.uk/schemes2/geography/?view=get>
- <http://www.ofsted.gov.uk>
- <http://www.dea.org.uk/>
- [http://www.bbc.co.uk/schools/websites/4\\_11/site/geography.shtml](http://www.bbc.co.uk/schools/websites/4_11/site/geography.shtml)
- <http://teachingideas.co.uk>

**Additional information can be found in the foundation subject section of Weblearn**

# Religious Education

**Tutor: Ian Barrett**

## Context

*"Religious Education (RE) can be one of the most dynamic and exciting areas of the curriculum to teach, for it is here that children can gain an understanding of the rich world of faith and explore some of the questions which are fundamental to human existence."*

McCreery, E. et al (2008)

Although not part of the National Curriculum, Religious Education is a statutory requirement. However, it is not necessary to be a professed adherent to any religious group to teach Religious Education successfully. What is required is an open, enquiring mind, an interest in the beliefs and cultural practices in our society, and a willingness to engage in debate about theological ideas and their similarities and differences.

## Learning Outcomes

In order to help young children understand the world of religion, it is important that you have a basic knowledge of what the subject is about. This course aims to provide a solid foundation to teaching and learning RE. Specifically, by the end of the four sessions you should:

- have a good knowledge and understanding of the legal requirements for teaching RE, including the use of locally agreed syllabi – Early Years groups will examine the place of RE within the Early Years Foundation Stage framework, as well as the non-statutory framework for Key Stage 1; Primary groups will examine the non-statutory framework for Key Stages 1 and 2;
- have extended your knowledge of different faiths and of the role of belief in children's lives, including those of no religious faith;
- have confidence about planning for and teaching inclusive RE by using a variety of creative and child-centred approaches, including the use of cross-curricular and thematic teaching and the use of ICT, that are appropriate for children's different ages, abilities, experiences and backgrounds;
- be able to discuss confidently, using tact and sensitivity, issues and opportunities associated with teaching RE in multi-faith, denominational and non-denominational settings, showing awareness of similarities and differences.

## Session 1: What do we know about religion and religious education?

We shall begin with examining your own understanding of the word 'religion' and the role of faith and no faith in people's lives.

Then we will consider the changes in RE provision since the 1944 Act, as well as looking at the establishment of denominational and non-denominational schools in this country after the 1870 Act. This will lead into a close look at the non-statutory national framework for the teaching of RE. Early Years groups will focus on the Early Years Foundation Stage and Key Stage 1. Primary groups will focus on both Key Stages 1 and 2.

You will be given an opportunity to familiarise yourself with the six major world faiths, and identify the key aspects of knowledge and understanding that can be developed in each of them. We shall also consider several other faiths and belief systems.

Throughout the session, we shall discuss some of the major challenges of tackling religious issues and religious intolerances.

**Standards addressed:** Q1, Q3, Q5, Q14, Q18

## Session 2: How do pupils learn about and from religions? (Part 1)

## PGCE Foundation Subjects

In this session, you will be given an opportunity to develop and extend your knowledge and understanding of Buddhism, Hinduism and Sikhism. The emphasis will be on examining each faith's core beliefs, sacred books, places of worship, important artefacts, and the various celebrations and festivals relevant to them. We shall also consider some other belief systems such as Taoism and Confucianism.

Throughout the session, we will consider what sort of learning experiences and practical activities can be provided for pupils in schools. Early Years groups will focus on the Early Years Foundation Stage and Key Stage 1, Primary groups on both Key Stages 1 and 2.

**Standards addressed:** Q5, Q14, Q17-18, Q22, Q25, Q30

### **Session 3: How do pupils learn about and from religions? (Part 2)**

This session follows a similar pattern to Session 2, but this time the focus will be on Christianity, Islam and Judaism. Other belief systems considered will be Bahaism, Jainism and Zoroastrianism.

**Standards addressed:** As for Session 2

### **Session 4: How can you develop creative approaches to planning and teaching RE?**

In the final session, we will consider a range of approaches to planning and teaching RE in the primary school; including cross-curricular and thematic teaching. Early Years groups will focus on the Early Years Foundation Stage and Key Stage 1, Primary groups on Key Stages 1 and 2. You will be able to explore connections between RE and the following areas: literacy, visual art, drama, dance, and music. We shall also examine the creative use of ICT and electronic resources in RE teaching and learning.

In the session, there will also be an emphasis on providing for a fully inclusive religious education within a multilingual and multicultural context. Issues of the differentiation of teaching and learning within RE will be discussed, as well as assessing children's learning.

**Standards addressed:** Q3, Q10-12, Q15, Q17-18, Q23-28

### **Main Reading and Resources**

- Broadbent, L. & Brown, A. (eds) (2002) *Issues in Religious Education*. Routledge
- DfES (1999) *National Curriculum Handbook*
- DfES (2008) *The Early Years Foundation Stage*
- Dodd, T. (2001) *Developments in Religious Education*. Institution of Education
- Eade, T. (2006) *Children's Spiritual, Moral, Social and Cultural Development*. Learning Matters
- Evans, V. (2005) *Faith in Art*. Belair
- Lindon, J. (1992) *Understanding World Religions in Early Years Practice*. Hodder and Stoughton
- McCreery, E. Palmer, S. Voels, V. (2008) *Teaching Religious Education: Primary and Early Years*. Learning Matters
- Oliver, P. (2003) *World Faiths*. Teach Yourself
- Owen Cole, W. (ed) (1996) *Six World Faiths*. Cassell
- QCA (2000) *Religious Education Scheme of Work*. DfEE/QCA
- QCA (2001) *RE and Collective Worship: Analysis of 2000 SACRE reports*
- QCA (2004) *Framework for Religious Education*. DfES/QCA
- Webster, M. (2010) *Creative Approaches to Teaching Primary RE*. Pearson Books

### **Websites:**

- [www.bbc.co.uk/religion/religions](http://www.bbc.co.uk/religion/religions)
- [www.qca.org.uk](http://www.qca.org.uk)
- <http://curriculum.qcda.gov.uk/key-stages-1-and-2/subjects/religious-education/keystage1/index.aspx>
- <http://nationalstrategies.standards.dcsf.gov.uk/earlyyears>

PGCE Foundation Subjects

- [www.teachernet.gov.uk/management/atoz/r/re](http://www.teachernet.gov.uk/management/atoz/r/re)
- [www.teacher.tv](http://www.teacher.tv)
- [www.retoday.org.uk](http://www.retoday.org.uk)

***Please note that for ease of reference, the above numbered references will be referred to throughout the sessions.***

# PE

**Please note that PE is in a separate handbook which will be available in the Spring term when the sessions are taught. Please refer to the PE section of Weblearn for this nearer the time.**