

Linwood Teaching School Alliance (LTSA) in partnership with the University of Winchester

School Direct PGCE General Primary with SEN

Module 1

Introduction to the Primary Curriculum

Summary of the Module

In this module you will be introduced to the nature and content of the new National Curriculum for the Primary phase. You will engage with both pedagogical and theoretical subject knowledge related to areas of learning commonly experienced by children in both primary and special school settings. You will draw on both reading and school experience to demonstrate your understanding of how effective teachers help children learn and how children of all abilities make progress within subjects. You will enhance your own learning by choosing an area of the curriculum to explore in depth that reflects your own emerging identity as a developing practitioner.

Links with the Exploring the Curriculum (Module 2)

The Introduction to the Curriculum module leads into a further curriculum module where your thinking will be challenged and taken further. As well as an understanding of teaching and learning, you will move onto consider the planning, assessment and evaluation of the teaching of subjects within the Primary curriculum. There will be opportunities to further explore cross-curricular approaches to learning. The development of subject knowledge and classroom-based approaches in all areas of the curriculum will be at the heart of this module leading to a subject-based investigation in a practical classroom context. You will develop an understanding of approaches to ethical responses to working with young children within a professional context.



Learning outcomes (at Level 6)

1. Develop an understanding of subject knowledge relating to aspects of the curriculum and how children develop as learners in these areas
2. Explore classroom based approaches in teaching and learning in a range of subjects
3. Reflect on emerging identities as practitioners engaging with and operating within the primary curriculum
4. Engage with current initiatives, research and reports related to the curriculum and describe how they influence professional practice

Module Experience and Organisation

Both modules ensure experience of the Primary curriculum and trainees are given school based training and grounding in all the different subjects in the Autumn Term. Additional training is available throughout the year at the University for core subjects.

You will have taught sessions within each subject area and have the opportunity to develop your thinking about one curriculum area in detail. This taught module enables you to develop your knowledge and understanding of the different subject areas, concurrently with your school based experience in mainstream and special school settings.

You will have full access to the University of Winchester's student support resources which include their online intranet.

Introduction to the Curriculum Assignment

This is a single subject 4000 word written assignment on a theme representative of the Primary classroom .



Initial Subject Bibliographies

ART & DESIGN

- Eisner, E.W. (2002) *The Arts and the Creation of Mind*, Yale: Yale University Press.
 Herne, S. Cox, S. & Watts, R. (Eds) (2009) *Readings in Primary Art Education*, Bristol: Intellect
 Gentle, K. (1988) *Children and Art Teaching*, London: Routledge.
 Prentice, R. (ed.) (1995) *Teaching Art and Design*, London: Cassell.

ENGLISH

- Brien, J. (2011) *Teaching Primary English*. London: SAGE
 Cox, R. (2011) *Primary English Teaching: An introduction to Language, Literacy and Learning*.
 Leicester: SAGE/UKLA
 Cremin, T. (2009) *Teaching English Creatively*. Routledge: London
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DT

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 London: David Fulton
 Hope, G. (2006) *Teaching Design and Technology at Key Stages 1 and 2 (Achieving QTS)*, Exeter:
 Learning Matters
 Ritchie, R. (2001) *Primary Design and Technology; a process for Learning*, London, David Fulton
 Spendlove, D. (2008) *100 Ideas for teaching Design and Technology*, London, Continuum

GEOGRAPHY

- Butt, G. (2011) *Geography, Education and the Future*, London: Continuum;
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 Matters;
 Lambert, D and Jones, M. (2013) *Debates in Geography*, London: Routledge (available as an e -
 book)
 Major, B. (2011) 'Geography as journey and homecoming,' *Geography*, Vol 90(1).pp.39-43;
 Scoffham, S. (2010) *Primary Geography Handbook*, Sheffield: Geographical Association.

HISTORY

- Cooper, H. (2006) *History 3-11 a guide for Teachers* London: David Fulton
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 O'Hara, Lucy; O'Hara, Mark (2001) *Teaching history 3-11: the essential guide*, London: Continuum
 Turner Bisset, R. (2005) *Creative teaching History* London: David Fulton

ICT

- Simpson. D., Toyn. M. (2011) *Primary ICT Across the Curriculum* Exeter: Learning Matters
 Duffty J., (2006) *Extending knowledge and Practice in ICT*, Exeter: Learning Matters
 Allen.J.Potter, J Sharp, J Turvey, K. (2007) *Knowledge, understanding and Practice Primary ICT*
 Exeter, Learning Matters. Third edition.

MATHS

- Barmby, P., Bilsborough, L., Harries, T. and Higgins, S. (2009) *Primary Mathematics; Teaching for
 Understanding*. OU Press: Maidenhead
 Dickson, L., Brown, M. and Gibson, O. (1984) *Children Learning Mathematics; A Teachers Guide to
 Recent Research*. Casell: London
 Haylock, D. (2010) *Mathematics Explained for Primary Teachers*. Sage: London
 Rowland, T., Turner, F., Thwaites, A. and Huckstep, P. (2009) *Developing Primary Mathematics
 Teaching*. Sage : London
 Ryan, J. and Williams, J. (2007) *Children's Mathematics 4-15*. OU Press: Maidenhead

PRIMARY LANGUAGES

Martin, C. (2008) *Primary Languages: effective teaching and learning*. London, Learning Matters

Mimnagh, J. and Lister, S. (2010) *Integrating Primary Languages into the Curriculum A Practical Guide* London: Routledge

Satchwell, P. (1996) The present position in England. In E. W. Hawkins (Ed) *Thirty years of language teaching* London: CILT

Sharpe, K. (2001) *Modern Foreign Languages in the primary school the what, why and how of early MFL teaching* Oxon, Taylor and Francis

MUSIC

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PE

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Doherty, J. and Brennan, P. (2008) *Physical education and development 3-11: a guide for teachers* London: Routledge

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RE

Eaude, T. (2006) *Children's spiritual, moral and cultural development*, Exeter: Learning Matters

Erricker, C; Lowndes, J; Bellchambers, E. (2011) *Primary Religious Education - A New Approach*. Oxon: Routledge

Grimmitt, M (2000) *Pedagogies of Religious Education: case studies in the research and development of good pedagogical practice in RE*, Great Wakering: McCrimmon

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SCIENCE

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