

**Primary Schools Partnership
October Newsletter**



20
23

A message from our Deputy Dean

Dear colleagues,

Wishing you well as we dive into winter. As a History teacher by trade, I am always interested in debates around Black History month, which I have been talking to our students about. We had lively discussions about the benefits of a Black History month and whether there should be one or not. The students could see different sides of the debate, but agreed that Black History should be embedded across the year whether it has a special place marked in the calendar or not. The importance of having different histories in the curriculum was highlighted in a recent newspaper article, which found that half of Britons could not name a Black British Historical figure: <https://www.theguardian.com/uk-news/2023/oct/26/half-of-britons-cant-name-a-black-british-historical-figure-survey-finds>. We are always keen to find out how our partner schools approach teaching Black History and would welcome hearing from you (matthew.sossick@roehampton.ac.uk).



Hoping you have a good second half of the term.

With best wishes,

Matt Sossick

Deputy Dean and Head of Initial Teacher Education

In this issue

We are still in need to BA and PG placements, particularly in KS1. If you can host one or more students, please contact us; further details on page 3. We are running **mock interviews online for our BA3 students** on Wednesday 6th December – can you support for an hour, by acting as an interviewer (see page 4)? Sign up for **GeogLive! 17**, a free CPD event on page 4. Two of our BA geography specialism students share their experiences of a **Geological Association training** event on page 5. Our first **Subject Advisory Panel** meetings for this year have started in October – Anthony Barlow shares what was discussed at the **geography** panel on page 6. Two **ICT for Education** seminars are running in November and January at Roehampton – see page 8 for details and sign up. On Wednesday 15th November, the charity Neuroharmony are running **free online training** at Roehampton around **Neurodiversity in the classroom**; sign up on page 9. Are you looking for a way of **bringing engineering into the classroom**, but don't know where to start? Details of the Primary Engineer Competition can be found on page 9.

Can you offer Block School Experience Placements in 2023/24?

We continue to require placements for our BA and PGCE students in 2023/24 - particularly in KS1. Please find below information about placements for each of the cohorts. Your school should have already been emailed details of how to submit placement offers for next academic year - if you have not, please contact, who will send on our Placement Offers Pack.

Placement Dates and Expectations of Student Teachers

Cohort	Placement Dates	Expectations of Student Teachers
BA Year 1	6 weeks <i>Monday 11th December - Friday 15th December 2023; Monday 8th January 2024 - Friday 9th February 2024</i>	Support Teacher Students work towards planning, teaching and evaluating 6-8 group activities and between 2-4 whole class or large group activities per week. Full participation in the life of the class and school.
BA Year 2	8 weeks <i>Part 1: Monday 13th November - Friday 8th December 2023</i> <i>Phonics day on Friday 12th January 2024 and Assessment Wednesdays on 20th & 27th March 2024</i> <i>Part 2: Monday 15th April - Friday 10th May 2024</i>	Sharing Teacher Students initially focus on observing and working with groups, as a support teacher, and build up to leading whole class/group lessons. Students work towards managing the class for 3.5 days in the final week as a sharing teacher, taking responsibility for the day-to-day management of the class and planning, teaching and assessing the children's learning. Students return to the school for one day in January 2024 to focus on Phonics, and two days in March 2024 to focus on assessment and to prepare for Part 2. There is no teaching expectation of the student on these three days.
BA Year 3	11 weeks <i>Monday 8th January - Thursday 28th March 2024</i>	Lead Teacher Students begin by teaching whole class lessons in the role of sharing teacher. As they step into the role of lead teacher, they work towards managing the planning, teaching and assessment of the whole class for 4 days a week, from week 5 until the end of the placement.
PGCE BSE 2	14 weeks <i>Initial visit days: 22nd & 23rd February 2024. Main placement: Wednesday 6th March - Thursday 4th July 2024</i>	The aim of the visit days is for students to meet their teacher and class to prepare for the main placement. Students begin by teaching whole class lessons in the role of sharing teacher. As they step into the role of lead teacher, they work towards managing the planning, teaching and assessment of the whole class for 4 days a week, from week 8 until the end of the placement.

For all placements, please note that our Student Teachers must be placed in classes that have 15 or more pupils.

If you have any questions, or would welcome further discussion on the process of submitting your offers, please do not hesitate to contact me the Partnership team: primarypartnerships@roehampton.ac.uk. We look forward to working with you and continuing to grow our partnership with your school.

Online Recruitment Event: Wednesday 6th December, 8:30-13.00

Can you help for an hour or so in December, please?

Dear partnership school colleagues,

We are holding online **mock interviews** for our BA Year 3s on Wednesday 6th December.

Each will last a maximum of 25 minutes. Some will be paired; most will be one-to-one.

You will act as the interviewer and will be able to share details of any positions you might have in the post-Christmas period and share contact details during this process.

Previous participants have said: "This process was really helpful for us to see the quality of candidates from Roehampton from the undergraduate course. Many thanks for including us!"

If you can support us, please sign up here:
<https://forms.office.com/e/P7mZgDkQTd>

If you have any questions, do please email me: anthony.barlow@roehampton.ac.uk



Photo credit: Unsplash.com

GeogLive! 17: Free CPD



Hear from speakers from across the United Kingdom about how and what to teach about our nation, and how might this influence your practice.

Including a headteacher in Wales, a Roehampton graduate in England and a teacher educator from Northern Ireland and from Aberdeen, Scotland!

Free CPD, sign up here:

<https://www.eventbrite.com/e/geoglive-17-teaching-the-uk-tickets-735309278847>

Geological Association: Training for teachers

Two BA geography Specialism students, Kate and Camilla, joined the Geological Association training recently and hope to now roll their learning out to KS2 children and schools. Get in touch if you'd like a visit! Here they write about their training course experiences.

Who were the experts?

Experts in geology taught the sessions, one of whom had worked in primary schools for over 30 years.

What is the project?

The project's aim is to train university students to lead workshops for predominately Key Stage 2 children on rocks and fossils. As a result, children will be shown how interesting and inspiring Earth Sciences can be through fun demonstrations.



What was the training like? What did you learn?

There were around 20 students, mostly studying Geology, who arrived for the training, and to start with, we were all in the same room for an introduction about being an Earth Science Ambassador. Following this, we were separated into two groups for the workshops. In my group, we started with a workshop on fossils, followed by a workshop on rocks. The workshops led us through the lesson that we would be teaching children in schools. There were opportunities to ask questions, which Kate and I, in particular, took advantage of since our knowledge wasn't quite on the same level as the Geology students.

The fossils workshop was what I was most looking forward to as I find them really interesting, and I've even tried (unsuccessfully) to search for them. In my last placement, I taught a lesson on fossils to year 3 children. I was happy to see that some of my lesson was similar to the workshop we will carry out as Ambassadors. It was fascinating learning more about them, particularly about the discovery of a female mammoth named Lyuba who has been preserved in ice since her death around 41,800 years ago! It's amazing to me that her cause of death has been discovered as suffocating on mud since scientists discovered mud in her trunk.

The rocks workshop was particularly helpful for me since I'm less confident in my subject knowledge of rocks. The expert who taught it was very passionate and great at making the learning more understandable. I left the workshop actually feeling excited to teach about rocks, something I never thought I would be.

What was your favourite part?

My favourite part was getting to handle fossils! Some of them were more subtle than others and it's amazing to me that they even exist. It was so fun to meet students whose areas of study were different from mine, too. Not to mention the free tote bag and pen, both of which proudly show off the branding of The Geological Society.

What's the plan next?

Once my DBS is processed, I'm ready to start leading these workshops! I'll need to pick up a kit of fossils/rocks which I'm very excited about, I reckon I could happily examine them for hours. Kate and I are planning on leading a workshop together too, which I'm looking forward to.

How can schools get involved?

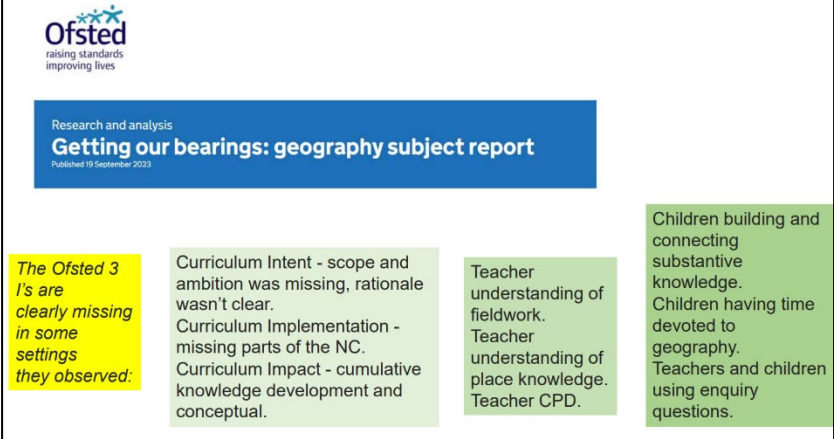
To book a workshop, schools can get in contact with the Geological Society:

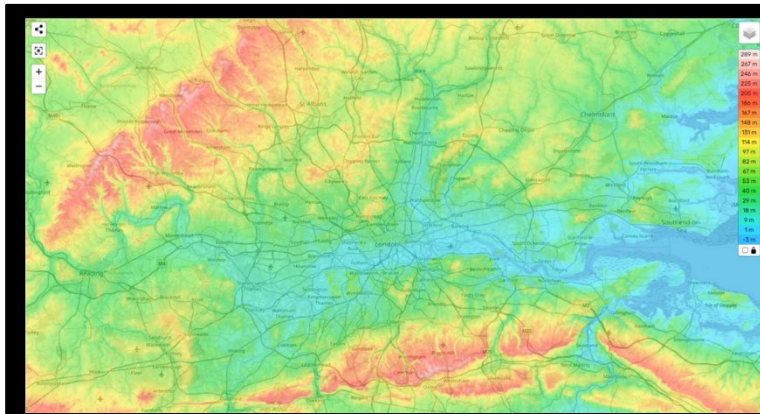
Ashley Akingbade (She/Her), Education Officer, The Geological Society:

ashley.akingbade@geolsoc.org.uk

Subject Advisory Panel for Geography: Autumn 2023

In October, we held the first of our Geography Subject Advisory Panel meetings for this year. With attendees from across London, this proved a rich conversation. Here are some of the things we shared and discussed together.

<ul style="list-style-type: none"> • Ofsted Blog (2021) – Fieldwork – 20 Outstanding schools = do more fieldwork in KS1 and 2 • Ofsted Research Review (2021) – many sources – backs the 2019 EIF video = substantive kn / disciplinary kn - 'think like a geographer' / progression / component parts lead to composite understanding (schema) • Ofsted videos (2021) – Subject Curriculum Insights = don't use models of volcanoes / proxies for learning – think carefully about task design • Ofsted Subject Report (2023) - 50 schools (EY – Secondary) = references GA Framework for geography 	<p>We first looked at a precis of the current series of reports and guidance that Ofsted have released and discussed the impacts on schools. The narrative about fieldwork for children aged 5 and older was reinforced.</p> <p>Links here: 1, 2, 3, 4.</p>
	<p>We then discussed in more detail the recent Ofsted Subject Report. Here, place knowledge was a development point for teachers to support a deeper engagement with localities. What's the place knowledge essential for you to know your school? Get in touch if we can help you support this aspect.</p> <p>Links here: 1, 2</p>
<p>How we have changed our curriculum over the past few years?</p> <ul style="list-style-type: none"> • More emphasis on physical geography – weather and climate • Linking to biomes and latitude and longitude – project with Churchfields • Fieldwork skills practised in situ – Barnes Common, the importance of enquiry • Always mindful of impacts – Sustainability and the facts, energy • Small geography and big geography – the importance of scale • Always been strong on place knowledge, the importance of vocabulary to name – my war on 'greenery' • Linking to literature and locality – Joseph Coelho, Binley House 	<p>Discussing how we have changed our curriculum was also very important. We have emphasised the importance of teaching the weather and the bigger-picture climate story in our curriculum. As Ofsted say. <i>“If particular geographical concepts are omitted from the curriculum, for example weather and climate, then pupils will struggle to comprehend the systems that lie behind many geographical processes. As a result, pupils’ responses will lack a detailed understanding and full appreciation of phenomena and their impact.”</i> (2021)</p>



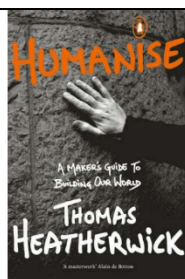
Our final two reflections were on the big picture, looking at a topographical map of London seeing the central Thames Basin in blue where we live and work and the much higher ground to the North (the Chiltern hills) and Surrey Hills to the South – both Areas of Outstanding Natural Beauty. Both are easy to ignore when we focus on the region. <https://en-gb.topographic-map.com/>

Sense of place

In 2015 the University of Warwick conducted a study asking Britons to rate 200,000 pictures of urban, suburban and rural areas across Great Britain based on their "scenicness". Over 1.5m ratings were gathered. When compared to the self-reported health of residents in the areas, the study found better health outcomes in areas with pictures that were rated as more scenic.

<https://www.theguardian.com/artanddesign/2022/oct/11/demand-interesting-thomas-heatherwick-rails-against-boring-buildings>

- 1. **Too flat.** The flatness and lack of depth found on modern buildings prevents surfaces that light and shadows can play on.
- 2. **Too plain.** A lack of ornamentation leads to boring buildings. Even everyday buildings should incorporate intricate designs.
- 3. **Too straight.** Straight lines at scale create repetitive horizontality, at odds with nature, where nothing has straight lines or right angles.
- 4. **Too shiny.** Smooth, flat materials like metal and glass become desensitising when used too densely, providing nothing for our senses to latch on to.
- 5. **Too monotonous.** Modern buildings that take the form of rectangles made up of smaller rectangles appear both monotonous at a distance and closer up.
- 6. **Too anonymous.** Buildings with no sense of personality or place. A far cry from buildings that used to tell a story and celebrate their surroundings.
- 7. **Too serious.** Buildings that are too intimidating, evoking negative emotions.



The final set of reflections were on the built environment and we discussed the seven recent statements that architect Thomas Heatherwick (who designed the London 2012 flamed cauldron and Routemaster London buses) has about modern buildings. They are too flat, plain, straight, shiny, monotonous, anonymous and serious! One to discuss with your children and contrast with your local area! [Link](#)

TES Explains



Working in collaboration with the Education Endowment Foundation (EEF), TES explains key teaching terminology and answers questions around the use of education research in this series of free to access articles. They consider, what is adaptive teaching? Spaced learning? What are desirable difficulties? Setting and streaming? And much, much more.

Access the bitesize articles here:

https://www.tes.com/magazine/tes-explains?mc_cid=2fe7c61ecd&mc_eid=a6faf98819



The future of Computing. Be part of the conversation: ICT for Education Seminars at UoR

“AI, engagement, & the future
of Computing.”

Tuesday, 28th November 2023

Register here for this event

“Computer Science for all: Making
the computing curriculum work.”

Tuesday, 16th January 2024

Register here for this event



ICT for Education seminars are free to attend for Computing teachers and school leaders at primary, secondary and FE level.

ICT for Education seminars foster cooperation and coordination among Computer science teachers and develop a community with a common goal, focus, and direction on the provision of a computer science education that is inclusive and fit for purpose. Expert speakers address the issues and challenges facing the teaching of Computing / Computer Science in UK schools.

Join dedicated colleagues and peers at an ICT for Education seminar and be part of a community committed to raising the standards of computer literacy and waking learners up to the opportunities afforded by computer science. **You are not alone!**

“The ICT for Education events have been a highlight of my calendar for a number of years now, as these have provided a brilliant opportunity to engage with teachers and the ed tech industry.”

Prof. Miles Berry | Professor of Computing Education
University of Roehampton

Register to attend at: www.ictforeducation.co.uk

FREE training at Roehampton: Neurodiversity in the classroom

Would you like to deepen your understanding of why children in your class become 'dysregulated'?

Wednesday 15th November, 10am-12pm

Sign up here: <https://forms.office.com/e/TCfjWWYxxG>

[Click here to join the meeting](#)

Meeting ID: 347 735 865 172

Passcode: MCTVRZ

We are offering free training sessions for all trainee teachers and Roehampton mentor at Roehampton around neurodiversity in the classroom. All of us at charity **Neuroharmony** have worked as mainstream or SEN teachers in primary schools and we are aware of the difficulties schools and teachers face. We hope to share the Polyvagal Theory with you to develop a deeper understanding of when a child may become dysregulated.



Neuroharmony provides specialist advice and support to develop a deeper, more personalised understanding of autism, ADHD and anxiety. We draw upon our personal and professional experiences to deliver a flexible and bespoke approach. We recognise that all children and young people thrive when they feel safely connected and understood.

If attending, please complete this quick survey by Friday 10th November, to inform the session:
<https://www.surveymonkey.co.uk/r/GX6LW6M>

www.neuroharmony.life

Instagram @neuroharmony.life

Primary Engineer Competition

<https://leadersaward.com/about/>

Are you looking for a way of bringing engineering into the classroom, but don't know where to start? This competition is one of our flagship STEM programmes that invites pupils of all ages in both primary and secondary schools to imagine if they were an engineer, what problem would they most like to solve? They do this by interviewing professionals from the engineering field to help inspire them to create their own **design** of a solution to a real-world problem through an **annotated** illustration detailing their invention. As well



as **annotation**, they will put their formal English writing skills into practice by creating their own **letters of purpose**, detailing and **explaining** their ideas, using **persuasive** techniques to appeal to our engineer judges – a thoroughly **engaging and immersive** experience for pupils, teachers and engineers alike.

Our Primary Subject Leads



Subject: Geography

Subject Lead Name: Anthony Barlow

Email: anthony.barlow@roehampton.ac.uk

Telephone: 0208 392 3386

Key subject/research interests: Pupil understanding of their everyday geography and the locality.

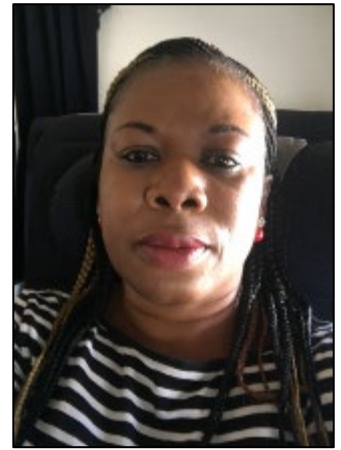
Subject: Computing

Subject Lead Name: Lynda Chinaka

Email: Lynda.chinaka@roehampton.ac.uk

Telephone:

Key subject/research interests: Computing Education in Primary settings. Building confidence for the teaching of all elements of the computing curriculum: Computer Science, Information Technology and Digital Literacy. Ensuring practice and pedagogy that intersects with the identities and experiences of all learners. Computing and creativity for everyone!



Subject: English (BA)

Subject Lead Name: Anna Harrison

Email: anna.harrison@roehampton.ac.uk

Telephone: 020 8392 3017

Key subject/research interests: Digital Literacies, Print and Digital Picturebooks, Reading, Siblings as Readers, Children's Literature, The Classics, Beatrix Potter.

Professional Links: Open University Reading for Pleasure, UKLA, IBBY (International Board of Books for Young People).

Subject: English (PG/SD)

Subject Lead Name: Steph Laird

Email: s.laird@roehampton.ac.uk

Telephone: 020 8392 3076

Key subject/research interests: The teaching of writing, children's responses to picture books, how children read film and the use of film as a stimulus for writing.

Professional Links: Member of the United Kingdom Literacy Association (UKLA)



Subject: History

Subject Lead Name: Susie Townsend

Email: susan.townsend@roehampton.ac.uk

Telephone: 020 8392 3369

Key subject / research interest: Relativity and History, experiential learning, historic fiction and diversity.

Professional links: Regular contributor to Primary History journal and to Historical Association conferences.

Subject: Maths

Subject Lead Name: Lorraine Hartley

Email: lorraine.hartley@roehampton.ac.uk

Telephone: 020 8392 3365

Key subject/research interests: Planning and teaching and assessing in primary mathematics; fractions across the primary age range.

Professional Links: ATM/MA; NCETM and consultancy in schools.





Subject: Art and Design

Subject Lead Name: Susan Ogier

Email: s.ogier@roehampton.ac.uk

Telephone: 0208 392 3086

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

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

Subject: Design and Technology

Subject Lead Name: Sue Miles-Pearson

Email: s.miles-pearson@roehampton.ac.uk

Telephone: 0208 392 5781

Key subject/research interests: CAD CAM (Computer Aided Design and Computer Aided Manufacture); Food technology that is being taught in the English primary schools; I am also interested in pupils in the Early years learning the key design and technology skills that they will require for Key Stage one and beyond.



Subject: Physical Education

Subject Lead Name: Sarah Robinson

Email: sarah.robinson@roehampton.ac.uk

Telephone: 0208 392 3398

Key subject/research interests: Physical literacy; creativity in PE; Physical Education and the development of the whole child; active learning for the classroom; and the value of teaching through a variety of activities. Outside of primary education I am also an athletics coach.

Subject: Science

Subject Lead Name: Dr Nicola Treby

Email: nicola.treby@roehampton.ac.uk

Telephone: 020 8392 3263

Key subject/research interests: Varied interests relating to primary science, including science enquiry and outdoor learning. I also have a research interest in pastoral care within the school context.



Subject: Religious Education

Subject Lead Name: Lesley Prior

Email: lesley.prior@roehampton.ac.uk

Telephone: 0208 392 8163

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

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

Partnership Materials Page:

<https://external.moodle.roehampton.ac.uk/enrol/index.php?id=108>

(click "Log in as guest" & enter the password **RoehamptonTrainee**)

University of Roehampton Primary Partnership webpage:

<https://www.roehampton.ac.uk/education/primary-school-partnerships/>

School Partnerships Team

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email: sarah.leonard@roehampton.ac.uk

Head of Partnerships / Mentor Training Lead: Natalie Rankin

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BA (Undergraduate) Programme Convener Primary Education: Anthony Barlow

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