# **PGCE Primary Broader Curriculum Sessions 2024-2025**

This document outlines the taught university sessions across the phases of the programme and illustrates the core content of the Broader Curriculum strand. Supporting resources and reading can be found on the Blackboard site.  
Note that the order of sessions may change in response to need. You will be advised as needed via email/Bb.

## Phase 1

* There is a block of 8 weeks of taught sessions in Phase 1, providing 4 days (in combination with science). Each day is usually split into two, three or four sessions and you will be advised of timings on the weekly timetable.

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| Wednesday 18th September | Session title | Introduction to the Broader CurriculumCourse structure and content, expectations, processes/resources, roles/responsibilities. |
| Learning goals | To develop understanding of:   * how a school’s curriculum sets out its vision for the knowledge, skills and values that its pupils will learn * how a school’s curriculum encompasses the national curriculum within a coherent wider vision for successful learning * the importance of explicitly teaching pupils the knowledge and skills they need in a particular subject   CCF:  1.1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.  1.2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.  1.6. High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds.  2.2 Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.  2.7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.  3.1 A school’s curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.  3.2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.  3.6. In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.  3.7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important.  4.2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. |
| Reading/ resources | Ofsted Research Review Series |
| Notes | Builds on introduction to Professional strand |
| Notes | Percival, J. (2020) *Understanding and Teaching Primary History*. London: Sage. |

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| Monday 7th October | Session title | Primary Geography(Ben White) |
| Learning goals | * be confident in understand the key concepts, knowledge and skills of the Geography curriculum * be able to develop your sequencing of learning within Geography * understand some of the pedagogical considerations around teaching Primary Geography   CCF:  1.2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.  3.2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.  3.3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed.  3.4. Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.  3.5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.  3.7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important. |
| Reading/ resources | National Curriculum Geography |
| Notes | Led by local secondary geography expert |

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| Monday 7th October | Session title | Religious Education(Debbie Yeomans) |
| Learning goals | •To consider the purpose of Religious Education in all schools  •To understand similarities and difference of RE in different school types  •To understand the law around the teaching of RE  •To know what good teaching and learning looks like in RE for 5-11s  •To understand your own worldview and how you need to be aware of your worldview and the worldviews of other in your teaching of RE  CCF:  1.2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.  2.2. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.  3.1. A school’s curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.  3.2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.  3.5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.  3.6. In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.  3.7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important.  3.10. Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.  4. 2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.  8.7. Engaging in high-quality professional development can help teachers improve. |
| Reading/ resources | <https://blackboard.le.ac.uk/bbcswebdav/pid-3637902-dt-content-rid-16944372_2/xid-16944372_2>  LCC Agreed Syllabus Update 2014-2019  Leicestershire Agreed Syllabus 2021–2026 |
| Notes | \*Led by local RE advisor |

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| Monday 7th October | Session title | Primary History(Jake Halford) |
| Learning goals | * To reflect on the aims and purpose of history in Primary * To understand the pedagogical approaches for how to teach history * Understand some of the challenges in teaching history * Understand the national curriculum for primary   CCF:  1.2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.  3.2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.  3.3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed.  3.4. Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.  3.5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.  3.7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important.  4.2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned. |
| Readings | Percival, J. (2020) *Understanding and Teaching Primary History*. London: Sage. |
| Notes | Primary History (Jake Halford) |

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| Tuesday 22nd October | Session title | PE (Games and dance)(Liz Houghton) |
| Learning goals | * To have become more familiar with the current documentation relevant to the teaching of Physical Education * Understanding of the Programmes of Study (P.O.S) and 4 aspects of learning in national curriculum * Have an understanding of the required subject knowledge for teaching GAMES effectively in primary schools * To gain an awareness and understanding of the importance of effective planning and class organisation/ behaviour management, meeting the needs of different groups of children * To develop knowledge and understanding of general health & safety issues, particularly in games.   Dance:   * To understand the importance of explicitly teaching pupils the knowledge and skills they need in a particular subject * To understand the role of dance in primary education * To consider the development of physical and cognitive skills, and creativity * To consider the role of dance in emotional wellbeing * To reflect on the structure of a dance lesson * To experience some dance activities   CCF:  1,1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.  1.2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.  1.3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.  1.4. Setting clear expectations can help communicate shared values that improve classroom and school culture.  2.7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.  2.9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.  3.1. A school’s curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.  3.2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.  3.5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.  4.1. Effective teaching can transform pupils’ knowledge, capabilities and beliefs about learning.  4.2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.  4.3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.  4.9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.  5.1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.  5.3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.  5.7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.  6.1. Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs.  6.5. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.  7.1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.  8.7. Engaging in high-quality professional development can help teachers improve. |
| Reading/ resources | National Curriculum PoS PE: KS 1&2  Safe Practice (2020) afPE  <https://www.gov.uk/government/publications/research-review-series-pe/research-review-series-pe> |
| Notes | \*Led by local teacher/PESL |

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| Tuesday 22nd October | Session title | Computing(Vinny Jagatia) |
| Learning goals | * To understand the importance of explicitly teaching pupils the knowledge and skills they need in a particular subject * To understand the key concepts, knowledge, skills and principles around primary Computing * To develop an understanding of the National Curriculum expectations for computing * To experience a range of activities to support children's learning   CCF:  1.3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.  1.6. High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds.  2.1. Learning involves a lasting change in pupils’ capabilities or understanding.  2.7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.  3.1. A school’s curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.  3.2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.  3.5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.  4.3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.  4.8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.  8.7. Engaging in high-quality professional development can help teachers improve. |
| Reading/ resources | Primary national curriculum and progression documents |
| Notes | \*Led by local teacher/SL |

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| Tuesday 22nd October | Session title | Use and care of the voice(Eluned Owen) |
| Learning goals | * Minimising the effects of stress on your voice * Producing a centred, free voice * Making your voice more effective in the classroom   Looking after and protecting your voice |
| Reading/ resources |  |
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| Thursday 24th October | Session title | MFL(Ellie Chettle-Cully) |
| Learning goals | * To explore the expectations of the National Curriculum with regards to MFL * To discover what progress might look like over four years of language study * To gain confidence by taking part in a modelled sequence and discovering a range of activities to bring language learning to life.   CCF:  1.2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.  1.3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.  1.7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.  3.1 A school’s curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.  3.2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.  3.3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed.  3.5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.  3.7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important.  3.9. To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.  3.10. Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.  4.2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.  4.7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.  6.1. Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs.  8. 7. Engaging in high-quality professional development can help teachers improve. |
| Reading/ resources | Resources on Bb |
| Notes | \*Led by local teacher |

## Phase 2

* There is 1+ weeks of taught sessions in Phase 2, providing 1 day (in combination with science). Each day is usually split into two, three or four sessions and you will be advised of timings on the weekly timetable.

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| Wednesday 8th January | Session title | Primary Music(Liz Rozier) |
| Learning goals | * To understand music’s place in the curriculum * to recognise the importance of teaching incrementally * to become familiar with the interrelated dimensions, recognising their role as the building blocks of music * to encounter the strands of performing, improvising, composing, listening and evaluating, through practical music-making * to explore a range of starting points for creative composition * to develop performance skills * to play a range of classroom percussion confidently   CCF:  1.2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.  1.6. High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds.  3.1. A school’s curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.  3.2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.  3.3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed.  3.5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.  3.7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important.  4.8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.  5.2. Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.  8.7. Engaging in high-quality professional development can help teachers improve. |
| Reading/ resources | DfE (2021) *Model Music Curriculum: Key Stages 1 to 3* |
| Notes | \*Led my music advisor/expert |

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| Thursday 16th January | Session title | Art and DT(Antony Hibble) |
| Learning goals | Art:   * To identify skills progression * To look at examples of children’s work * To consider practical aspects of art lessons * To consider how to assess skills.   DT:   * To identify skills progression * To consider practical aspects of DT lessons * To consider how to assess skills   CCF:  2.7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.  2.9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.  3.1. A school’s curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.  3.2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.  3.5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.  3.6. In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.  3.10. Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.  4.2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.  4.7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.  5.1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.  6.5. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.  7.4. Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success.  8.7. Engaging in high-quality professional development can help teachers improve. |
| Readings |  |
| Notes | \*Led by local teacher |

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| Thursday 16th January | Session title | Gymnastics |
| Learning goals | * Health a safety of gymnastics – equipment, clothing etc. * To gain more confidence in delivering curriculum gymnastics – your confidence and competence is key – if you are not sure, ask for help! * National curriculum requirements * Curriculum maps – progression, vocabulary * Lesson structure – 4 areas, STEP, inclusion * gymnastics – 3 main skill areas – general skills and attributes, health and fitness, gymnastic specific skills * What is curriculum gymnastics and what is extra-curricular? * Practical tips – organisation, behaviour management * Where to find ideas!   CCF:  1.1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.  1.2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.  1.4. Setting clear expectations can help communicate shared values that improve classroom and school culture.  2.7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.  3.1. A school’s curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.  3.2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.  3.5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.  4.1. Effective teaching can transform pupils’ knowledge, capabilities and beliefs about learning.  4.2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.  4.3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.  4.9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.  5.1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.  5.3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.  5.7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.  6.5. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.  7.1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.  8.7. Engaging in high-quality professional development can help teachers improve. |
| Reading/ resources | Primary NC PoS  TOPs cards |
| Notes | Session delivered in school and trainees observed a lesson with KS2 children. |

## . Phase 3

* There is 2 weeks of taught sessions in Phase 3, providing 2 days (in combination with science). Each day is usually split into two, three or four sessions and you will be advised of timings on the weekly timetable.

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| Tuesday 1st April | Session title | Local History(Ismail Dale) |
| Learning goals | * To explain the purpose of the Heritage Schools Programme * To understand the value of using local heritage in the curriculum * To enable you to conduct a local study in any region. * To enable you to develop a local enquiry with your students   CCF:  3.1. A school’s curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.  3.2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.  3.5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.  3.7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important.  4.2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.  8.7. Engaging in high-quality professional development can help teachers improve. |
| Reading/ resources | National Curriculum: History PoS KS1&2 |
| Notes | \**Led by Historic England advisor* |

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| Wednesday  2nd April | Session title | Assessment in broader and science(BHA) |
| Learning goals | * Reviewing the curriculum overview for your Phase 1 school * Exploring planning and assessment in foundation subjects and science * Expectations for Phase 2 in planning and assessment   CCF:  3.3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed.  3.6. In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.4.2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.  4.5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.  6.1. Effective assessment is critical to teaching because it provides teachers with information about pupils’ understanding and needs.  6.2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.  6.7. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.  7.4. Teachers can influence pupils’ resilience and beliefs about their ability to succeed, by ensuring all pupils have the opportunity to experience meaningful success. |
| Reading/ resources | <https://www.planassessment.com/> |
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| Wednesday  2nd April | Session title | Primary Music(Liz Rozier) |
| Learning goals | * To understand music’s place in the curriculum * to recognise the importance of teaching incrementally * to become familiar with the interrelated dimensions, recognising their role as the building blocks of music * to encounter the strands of performing, improvising, composing, listening and evaluating, through practical music-making * to explore a range of starting points for creative composition * to develop performance skills * to play a range of classroom percussion confidently   CCF:  1.2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.  1.6. High-quality teaching has a long-term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds.  3.1. A school’s curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning.  3.2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.  3.3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils’ confidence and help them succeed.  3.5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.  3.7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important.  4.8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.  5.2. Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.  8.7. Engaging in high-quality professional development can help teachers improve. |
| Reading/ resources | DfE (2021) *Model Music Curriculum: Key Stages 1 to 3* |
| Notes | \*Led my music advisor/expert |

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