UNIVERSITY OF LEICESTER

Primary PGCE – Phase 1

SUBJECT AND CURRICULUM

Talk-through:

- Exemplify why it is important for you to have secure subject knowledge prior to teaching science and foundation subjects.

Key readings and university sessions:

- Cambridge assessment – Getting started with key concepts
- Rosenshine's Principles of Instruction as one example of a pedagogical approach
- What Makes Great Teaching – Sutton Trust Report (2014)

Key reflective question:

With reference to one core and one foundation subject, explain how your developing expertise in modelling has impacted positively on pupil progress within a lesson.

Prompt questions for observing expert colleagues:

- Can you pick out the critical knowledge, skills and values within lessons that you observe?
- How does the school curriculum encompass the National Curriculum and a wider vision for successful learning?
- What different curriculum material is used by the school and what is the school's rationale for using this?
- How do expert colleagues explicitly teach critical knowledge and skills?
- What examples do you see of an ambitious curriculum?

Prompt questions when being observed or evaluating your practice:

- For any lessons or small groups that you work with, how did your teaching fit with the sequencing? What came before and what will come after?
- How did your subject knowledge help you to explicitly teach the critical knowledge and skills?
- Were there any gaps in your own subject knowledge that you need improve?