

**Primary Schools Partnership
December Newsletter**



20
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A message from our Deputy Dean

Dear colleagues,

Wishing you a very happy break when it arrives. It has been a long term and a break for all is very welcome.

The NFER has produced interesting research on recruitment and retention of teachers (attached). It highlights that the Government continues to miss its own recruitment targets (Primary is only 88% of target). The NFER is advocating a stronger focus on retention of teachers in Government policy. It proposes to the DfE the reimbursement of student loans as one option for supporting retention. The paper also explores recruitment and retention to support ethnic diversity in the sector to tackle under-representation in teachers from the global majority.

A recruitment initiative that Roehampton is investing time into is getting into schools to talk to secondary aged pupils about careers in teaching to plant and grow this seed for the future as we look to grow numbers of teachers for the future.

With best wishes,

Matt Sossick

Deputy Dean and Head of Initial Teacher Education (email: matthew.sossick@roehampton.ac.uk).

In this issue

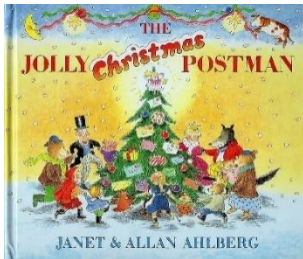
We are sending this out a little earlier than usual, as you may want to explore some of the festive recommendations from our staff (I have included these as the first items in the newsletter). Also included is a week in the life of a Lead Mentor from Amanda Burton Smith, free Early Years Geography Guidance from the Geographical Association. You can also here all about our Year 2



students trip to Parliament and what our P.E. specialists have been learning about, as well as some information on our conferencing facilities at the University.

Primary Book Recommendations: Christmas (& winter) Marian Brown: Team Leader Academic Engagement/Academic Engagement Librarian (Education)

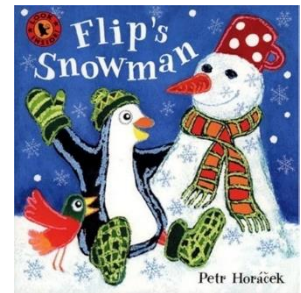
[The Jolly Christmas Postman by Janet and Allan Ahlberg](#)



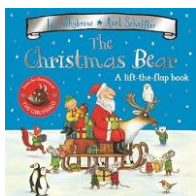
A lovely book where a jolly postman delivers Christmas cards to several famous fairy-tale characters such as the Big Bad Wolf, Cinderella and the Three Bears. Includes envelopes with individual cards inside. A trip down memory as a favourite of mine growing up.

[Flip's Snowman by Petr Horáček](#)

Not strictly Christmas but my Education academics would be surprised if my list didn't include something penguin related as it is my favourite animal. A fun day out with Flip the Penguin as he builds a snowman. Very cute story with cut out windows and peep-holes and a surprise pull-the-tab surprise at the end.



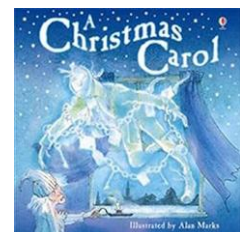
[The Christmas Bear: A Christmas Pop-up by Ian Whybrow and Axel Scheffler](#)



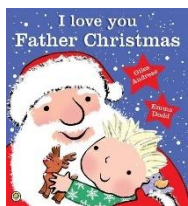
Christmas bear enlists the help of some friends to catch up with Santa. Full of flaps for kids to engage with and lots to explore on each page.

[A Christmas Carol by Charles Dickens \(adapted by Lesley Sims\)](#)

A simplified version of the Dickens' classic from Usborne young reading series. I am a big Charles Dickens fan, having done my undergraduate degree in History and English Literature.



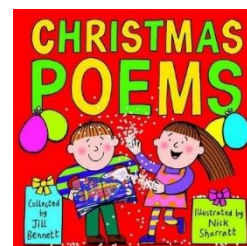
[I love you, Father Christmas by Giles Andreae and Emma Dodd](#)



It would be tempting to go for Raymond Briggs's Father Christmas (which we do also hold in the Library) but I have picked this one instead, a heart-warming tale of a little's boy's boundless enthusiasm for Christmas.

[Christmas Poems by Jill Bennett and Nick Sharratt](#)

A collection of Christmas poems about robins, snow, trees, bells, decorations, angels, stars, and Christmas around the world.



Our Favourite Seasonal Websites to use with Primary Pupils

Susan Ogier:	<p>https://thimbleandtwig.com/30-diy-nature-christmas-decorations-kids-can-make/</p> <p>Lots of Christmas themed activities on here encourage using natural materials and creativity to help children get closer to nature. I would suggest using alternatives to glitter when making Christmas crafts, as unfortunately glitter just adds to microplastics in our environment. There are some ideas on here to help! https://moralfibres.co.uk/eco-friendly-alternatives-to-glitter/</p>
Anthony Barlow:	<p>Christmas and New Year around the World</p> <p>https://www.bbc.co.uk/newsround/38341760</p> <p>https://www.bbc.co.uk/teach/school-radio/articles/zn7t3qt?dm_i=3YNL,1OKUM,3KQKJX,6I03V,1</p>
Anthony Barlow	<p>A collection of winter festivals across the World</p> <p>https://education.rebootthefuture.org/calendar/the-festive-period/2024-12-01/</p> <p>Global Days across the year (not just for December)</p> <p>https://education.rebootthefuture.org/calendar/#month-12</p>
Susan Townsend	<p>https://www.english-heritage.org.uk/christmas/the-history-of-christmas/ Gives an idea of what festivities at this time of year would have been like from Neolithic times to Victorians.</p>

<p>Lorraine Hartley</p>	<p>NRICH offers thousands of resources to help pupils develop problem-solving and mathematical reasoning skills. The free online resources available on this web site are designed to be accessible yet challenging, encouraging students to explore and extend their mathematical thinking. Problems include solutions as well as teacher support materials. Why not try the advent calendar</p> <p>https://nrich.maths.org/advent-calendar-2023-primary?</p> <p>Or consider the following Christmas themed problems</p> <ul style="list-style-type: none"> -https://nrich.maths.org/problems/christmas-chocolates -https://nrich.maths.org/problems/christmas-shopping -https://nrich.maths.org/christmas-conundrums-2022
<p>Anna Harrison</p>	<p>https://www.booktrust.org.uk/</p> <p>I like Book Trust as a charity. Its website is full of ideas for inspirational texts to encourage children as readers. The ideas for classic books aimed at young children at Christmas just makes me smile. Each book holds some magic for exploring this special time of year.</p> <p>My 17-year-old son may have used a low key swear word the other day. I overheard my husband just remind him not to pepper his language! Quick as a flash, he said, 'well, Father Christmas' said these words!' I smiled. Of course, the Raymond Briggs Father Christmas...the impact of books, story times and family/ class moments are far reaching!</p>
<p>Matthew Sossick</p>	<p>https://podcasts.apple.com/gb/podcast/a-christmas-carol/id1537788786?i=1000545462190</p> <p>The Rest is History is my favourite podcast and in this one they unpick the history behind Charles Dickens Christmas Carol. Great for a bit of teacher subject knowledge.</p>
<p>Vanessa Matthews</p>	<p>STEM Learning has some Christmas activities related to STEM subjects here</p> <p>https://www.stem.org.uk/resources/collection/505584/christmas-primary-resources</p> <p>and these booklets are filled with Christmas related science tasks for KS1 and KS2! https://www.stem.org.uk/resources/elibrary/resource/45426/sigma-science-christmas-booklets</p>

Step into the world of Quentin Blake this Christmas with BBC Teach

On **Tuesday 17 December**, a BBC Teach Live Lesson will invite primary schools to dive into the magical world of Quentin Blake's Box of Treasures.

The lesson will focus on Blake's classic book, Zagazoo. It's the story of a happy couple, Bella and George, whose world is turned upside down when they receive a parcel containing a baby. Zagazoo unexpectedly transforms into a series of badly behaved animals, mirroring the various tricky stages of childhood.

Together with presenters, Rhys Stephenson and Laura Hopkinson, children will explore the hidden meanings that illustrations can reveal about book characters. They'll also learn some simple drawing techniques with the help of comic book artist, Vivian Truong, and children's book Illustrator, Dapo Adeola.



By the end of the 30-minute programme, they will have created their very own Zagazoo character, inspired by Blake's work.

Sophie Stericker, a spokesperson for Quentin Blake, said: "Quentin is delighted that his characters from the BBC Box of Treasures animation of Zagazoo will be the focus of a BBC Live Lesson. He said it was so "enjoyable to see characters from his books jumping off the pages and onto the television screen", and now they will be jumping off the screen back onto paper, created by children all over the country. What could be better!"

Alex Harris, Executive Producer of BBC Teach, said: "We're passionate about bringing education and creativity together in meaningful ways and there's no better way to do this than through the timeless magic of Quentin Blake's work. Since its debut last Christmas, Quentin Blake's Box of Treasures has been a great success and it's brilliant to be able to expand this beyond the animated films and into the classroom for schoolchildren across the UK to enjoy. Bringing this exciting Live Lesson to audiences alongside the brand-new Box of Treasures films on iPlayer is fantastic – there's truly something for everyone!"

The Live Lesson will be available from 9am on the BBC Teach website and *broadcast on CBBC and iPlayer at 11am. It will be available on-demand on BBC*

Teach once the programme ends. A teaching guide and activity sheets to accompany the lesson will be available ahead of the broadcast.

Schools, don't forget to email your shout-outs to live.lessons@bbc.co.uk with Quentin Blake as the subject.

www.bbc.co.uk/teach

A week in the life of a Lead Mentor: By Amanda Burton Smith

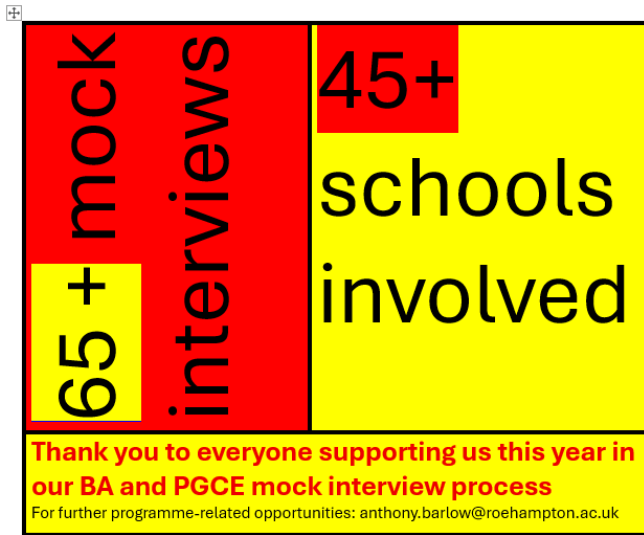
Being a Lead Mentor supporting the Primary School Partnership provides me with a range of fulfilling experiences. No two days are ever the same. In the space of one week, Lead Mentor visits have taken me to six schools in a range of local contexts, where I observed teaching and learning of children aged from four to ten years. I have observed, Understanding the World with an early Geography focus and Phonics in two Reception classes, Maths in two different Year 1 classes, English in Year 2 and Science in Year 5. Each Student Teacher brings their individual characteristics and experience into their teaching, and it is evident how much children gain from their presence in the classroom.

Prior to the visits I read up the Student Teacher's Abyasa reflections and Weekly Reviews to ensure I go in with a clear understanding of the Student Teacher's progress and development so far and their target areas for the current week. Lesson observations are always enjoyable and interesting as we see the taught course of strategies and theory being put into practice in creative and innovative ways across a broad spectrum of classroom layouts, different schemes of work and pedagogical practice, arising from the policy and ethos of each school.

The post lesson conversations with Class Teacher Mentors, School Based Mentors, and Student Teachers enable a balance of reflection, coaching and mentoring as the Lead Mentor facilitates dialogue for professional growth in line with the Areas of Development. While it is always the desired intention for Student Teachers to remain on track, the opportunity to step alongside them and craft an Intervention Support Plan when needed can be so rewarding when the outcomes are met because of targeted support. Celebrating Student Teacher progress in the smallest of steps at any stage of their School Based Experience is always mutually satisfying.

Around the school visits, I engage in enriching my own professional development with an array of Lead Mentor training from briefings for placements and the new Intensive Training Practice placements. The materials from the university enable Lead Mentors to remain up to date with pedagogical theory and practice. It is always good to meet with the Lead Mentor team in virtual meetings, bringing a sense of team spirit. The hybrid role of some online work from home, coupled with

lots of opportunities to get out to visit schools and meet teachers and lecturers from all stages of their professional journeys suits me perfectly as a post school leader career stage. Most of all, for me the joy is in seeing the impact of a Student Teacher's effortful planning, preparation and pedagogy bringing the joy of learning to children in schools.



"I just wanted to extend my gratitude for the opportunity to participate in the mock interviews for your students. It was an absolute pleasure meeting and speaking with them. Should a vacancy arise at our school, I would be more than happy to receive an application from them. Thank you once again for involving me in this worthwhile initiative."

Angela Harris, Headteacher
St Michael's, Wandsworth

"I just wanted to send you a quick message to say how well they did in the mock interviews. She was calm and collected, it was clear that she'd spent quality time preparing for this but also reflecting on her time during placements. She came across as a very professional yet approachable person who understands the importance of reflecting on your practise and adapting teaching based on feedback but most importantly, understands how children learn and how to adapt her practise in order to support children in making the best possible progress. She was very honest and open about areas that she wants to work on or that she lacks confidence in whilst also showing a real passion for improving those areas and developing her knowledge alongside the children. I think she's going to make a great teacher!" Erin Coleman, **Phase Leader, Godalming Junior School**

Geography in the Early Years: Guidance from The Geographical Association

This guidance was first published in *Primary Geography* by the Geographical Association and is available free to all. The subject association supporting all teachers of geography, the Geographical Association is a diverse, inclusive community of individuals who work together to create positive change for the world of geography teaching and welcomes you all to join in furthering this vital subject. Visit www.geography.org.uk Thank you to The Geographical Association for their kind permission to include this in our Partnership Newsletter.

Geography in the Early Years: Guidance for doing wonderful and effective geography with young pupils

Paula Owens, Emily Rotchell, Sarah Sprake and Sharon Witt on behalf of the GA Early Years and Primary Phase Committee

This guidance is rooted in the Early Years Foundation Stage Framework (DfE, 2021) and has been written to help practitioners develop in young pupils a keen interest in, and desire to learn about, the world in which we live. The guidance supports practitioners in identifying those early strands of geographical thinking and in tandem with the Geographical Association's forthcoming *Framework for the School Geography Curriculum for Children aged 5–19* it 'highlights the big ideas, structures and significant features of the geographical discipline that should lie behind curriculum-making at national level' (GA, forthcoming).

Early geography matters

The Early Years comprise a vitally important developmental stage in which pupils begin a lifelong journey of discovery. All later learning builds on the experiences, knowledge and understanding developed through and in, Early Years settings. A 'geographical dimension' to learning at any time contributes to pupils' sense of who they are and how they are a part of the wider world, but is especially important in the Early Years. Geography ensures a global perspective, fosters a sustainable mindset, and empowers agency.

Providing, resourcing, and teaching a curriculum where pupils' curiosity, discovery and learning can flourish in all areas of learning is crucial, as is recognising the value that geography brings to cognitive and affective development.

'While children have an innate sense of wonder and awe and a natural desire for enquiry, curiosity on its own is not enough. The guidance of a thoughtful and intentional practitioner is essential to enable children to maximise their learning through free explorations, focused explorations, and enquiry-based learning opportunities' (Thompson, 2016).

Developing knowledge

Identifying and grasping geography's key concepts in the Early Years in accessible ways ensure secure foundations for later geographical learning. These early conceptual underpinnings can then lead

to the wider understanding of geographical concepts as outlined in the *Framework for the School Geography Curriculum for Children aged 5–19* (GA, forthcoming) and exemplified in Figure 1.

For example, pupils may first encounter water through messy and exploratory play, developing essential enquiry skills, vocabulary and ideas through play and story. They may visit a local stream or lake and recreate what they have learned from models. These early ideas are then refined throughout the primary years (Figure 2).

'A clearly mapped journey starting in the Early Years and developing through the curriculum is crucial if pupils are to move towards becoming experts in the subject' (Ofsted, 2021).

Substantive knowledge	Disciplinary knowledge
The World Around Us <i>A focus on developing geographical vocabulary and learning about the world through first-hand experience, stories and play</i>	Guiding curiosity and experience: through concepts of place, space, environment, and scale
	Guiding curiosity and experience: through exploratory play
	Guiding curiosity and experience: through decision-making and doing

Figure 1: Developing knowledge. After: GA, forthcoming.

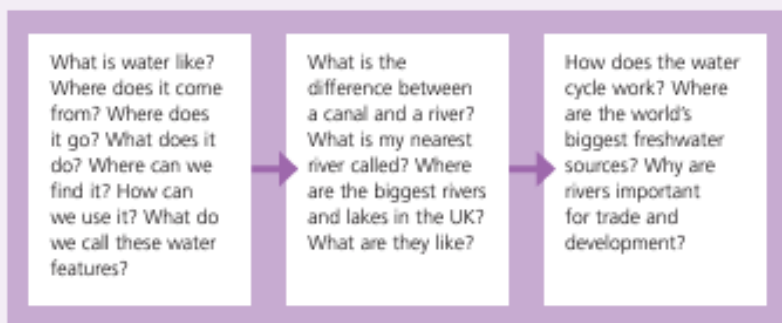


Figure 2: From early ideas to upper KS2.

What can geography do for the young pupil?

Geography offers a particular and unique way of thinking about the world: it has its own identity yet offers relevant and meaningful context and synergy within a curriculum.

A geographical lens can also provide a real-world context for other subject ideas and skill sets. For example, it might draw on mathematics to measure and compare, English to describe, and science to name and classify. Geography combines cognitive and affective thinking about the world in spatial contexts, continually making connections between the living and physical worlds. It also, importantly, helps develop feelings of belonging. Geographical thinking is complementary to all areas of learning in the Early Years, particularly that relating to personal and social development.

'In "doing geography" with the child... one is in a humble way facilitating the child's very personal development of self-identity which will shape much of their lives, their values, sense of belonging and self-worth' (Spencer, 2005, p.305).

Geography:

- nurtures pupils' senses, engages their emotions, and develops a sense of place and belonging
- highlights the wonder in the everyday, an appreciation of the world and how to help look after it
- taps into, and fuels, pupils' love of adventure and exploration
- invites imaginative thought about places unseen and futures not yet experienced
- helps pupils make sense of the world and themselves in relation to it
- empowers pupils with agency through meaningful enquiry and participation
- taps into the power of the 'here and now' and everyday experiences to develop pupils' cultural capital
- develops vitally important spatial, personal, social and other communication skills through imitations for mapmaking, wayfinding, and placemaking.

'From the early years, the geography content that children learn can allow greater awareness of people, the environment, the relationships between them

and the child's place in this relationship. This sense of belonging is recognised as being significant in children's social and emotional development and in preparing them for more formal learning' (Ofsted, 2021).

Children as geographers

Geography speaks directly to children's curiosity, wonder and concern for the world around them, and with their innate sense of exploration, children are naturally inclined to be geographers from an early age. In their early sensory investigations and physical negotiations of space, young children effectively find out about the world around them, developing their own perceptions and priorities that may differ to those of older children and adults.

'To a three- or four-year-old, 'landscape' is not backdrop or wallpaper, it is a medium, teeming with opportunity and volatile in its textures' (Macfarlane, 2015, p.315).

Young children:

- are naturally curious
- have an innate affinity for the natural world
- explore places in terms of activity potential; doing rather than noticing
- seek to make sense of their surroundings
- want to communicate what they know and think.

- **Belonging...** helping pupils to appreciate being with and in the world
- **Resilience...** helping pupils to become confident, yet safe, risk-takers
- **Enquiry...** building on pupils' curiosity with enquiry tools
- **Empathy...** teaching pupils to listen to, and think about, other stories and experiences
- **Responsibility...** supporting pupils to use geographical knowledge and thinking to take decisions and act with care
- **Relationships...** helping pupils to be mindful of sustainable interactions with people, places and environments

Figure 3: Developing the qualities of young geographers.

We can build on children's early inclinations by focusing on some of the essential qualities that help children view the world through a geographical lens (Figure 3).

What does geography look like within Early Years practice?

Geography in the Early Years involves guiding pupils to make sense of their world, through opportunities to explore, observe, and find out about people, places, technology, and the environment; noticing, and having time to recreate, simple patterns and processes in the world around them as they do so.

'Guiding children's curiosity about the places where they live, play, and learn is at the heart of all high-quality Early Years practice' (Head teacher, Helen Martin, 2022).

A combination of enabling environments and supportive practitioners helps pupils develop their early understanding of some of geography's key concepts, such as place, space, scale, environment, interconnections, and change; the latter signifying both spatial and temporal changes in places and the processes that happen there. For example, noticing and exploring sunny and shady parts of the playground and what happens when it rains. Although geography is located within the Area of Learning entitled 'Understanding the World', it links to, and is supported by, the other Areas of Learning in the EYF5 curriculum (DfE, 2021).

'Children's learning gains in any one area support ongoing development in other areas of their development' (OECD, 2020).

From birth to five, children's understanding of the world expands, starting from themselves and feeding their curiosity about their wider world. Children broaden their geographical understanding through a range of experiences and deepen their understanding through repeated opportunities in varying contexts, for example, noticing the same tree or revisiting a familiar route, at different times of the day, week and year.

'Through interactions with the environment and each other, children develop geo-literacy skills, become empowered, and see themselves as capable social beings' (Brillante and Mankiw, 2015, p. 2).

Thinking through concepts

Geographical enquiry is underpinned by geographical concepts: place, space, scale, environment, change and making connections. Early Years geography includes asking and finding the answers to questions underpinned by a growing awareness and understanding of these key geographical concepts (Figure 4).

Enabling environments

An inspiring and enabling environment is crucial. Outdoor experiences challenge and foster curiosity and exploration through play, creativity and risk-taking, while resources such as story and non-fiction books, maps, globes, photographs and other media bolster pupils' understanding of our culturally, socially, technologically, and ecologically diverse world. Pupils should see be able to see themselves and their identities reflected in their environment, such as through images of family, local community, and through cultural artifacts. Enabling environments could include a gathering of the provocations and invitations listed in Figure 5.

'Research shows that outdoor learning has positive impacts on children's physical and emotional health, on their educational achievement and on their social and interpersonal skills' (Tanner, 2017, p.17).



Figure 4: Thinking through concepts. Photo © Helen Castle.

Supportive practitioners

The practitioner role is essential in harnessing pupils' interests and bringing focus to spatial elements within their everyday activities. This is a 'complex and nuanced role where adults might spontaneously begin or join in with pupils' spatial exploration or use spatial words and gestures in context to encourage pupils to engage in spatial reasoning' (ECMG, 2021).

Supportive practitioners foster pupils' early geographical learning by:

- facilitating play and curiosity
- developing awe and wonder about the world (see Figure 6)
- building on pupils' own lived experiences
- responding to pupils' interests by planning in the moment, for example: going outside to investigate birdsong
- observing how pupils interact with spaces and planning new opportunities to extend their experience when they are ready
- encouraging pupils to imagine and speculate about people, place, and environments
- using and developing geographical vocabulary to name, describe, locate, compare, and ask questions about the world
- sharing multiple stories of people and places - ensuring a balance of gender and diversity.
- helping pupils to notice what places are like and how they are changing
- providing indoor and outdoor spaces that encourage pupils to explore, change and interact with their surroundings
- providing and modelling the use of spatial artifacts such as maps and globes
- noticing and discussing how people use space in different ways, for example: how pupils use the playground for different activities
- using the same and different routes to and from a familiar place or landmark, comparing distance, time, direction.

- Walks, routes and trails
- Explorations of built and natural environments
- Spaces for den-making, place-making
- Geographical drifts to focus attention
- Stories and other media of people and places, that challenge stereotypical thinking
- Sensory tables of natural and found objects
- Identification charts for flora and fauna
- Opportunities to explore textures and a variety of materials, including sand and water play
- Equipment for different types of weather, such as wellies and waterproofs
- Geography detective equipment – notebooks, magnifying glasses, compasses and cameras
- A variety of diagrams, maps, aerial images (oblique aerial images), globes and atlases
- Small world play.

The image shows two sensory tables. The top one is a black tray filled with sand, small stones, shells, and twigs. The bottom one is a black tray filled with a mix of natural materials like stones, twigs, and small plants, with a small blue card on top.

Figure 5: Activities for enabling environments. Photos © Jade Morgan (top) and Abi Flashman.



Figure 6: Skills to make sense of the world.

Planning provision for spatial skills

Suggestions for supporting the early development of spatial skills:

- Frequent opportunities for pupils to represent their spatial knowledge through maps.
- Regular opportunities to use and talk about maps, when finding places, or talking about journeys and holidays.
- Careful and repeated observation of the local area. Familiar walks develop deeper engagement.
- Visit and talk about and/or record landmarks. Pupils are supported to identify landmarks they like and think matter, are able to stop to take photographs, sketch, map and ask questions.
- Pupils are encouraged to use and explore places through sensory interactions. Using the senses, for example touching tree bark, helps pupils remember what they have seen and experienced and supports map-making.
- Using language of proximity and direction in relation to landmarks, e.g. next to that large oak tree.
- Using relational language to help pupils describe 'where', e.g. before, after, next to, inside etc.
- Opportunities for group maps so that pupils can discuss and agree on where to put things.

(Adapted from Geist, 2016).

'It needs to be affirmed clearly that young children's burgeoning geographical knowledge, understanding and skills, alongside their developing

attitudes and values, offer much that can be focused through and built on in good Early Years practice in the classroom environment and outdoor learning area. Not least, this capability should be recognised in the early learning literature as geographical and referred to in debates and planning as geography. To do less – let alone to even appear to disregard it – is to do young children a gross disservice and grave injustice' (Catling, 2006, p.72).

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Acknowledgements

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Web Resources

- Download a list of *Primary Geography EYFS* articles: <https://tinyurl.com/ft5ptwb7>
- Further guidance from the GA: <https://www.geography.org.uk>
- Cambridge Curiosity and Imagination: <https://www.cambridgecandi.org.uk/>
- Common World Research collective: <https://commonworlds.net/>
- Field Studies Council: <https://www.field-studies-council.org/>
- Froebel Trust: <https://www.froebel.org.uk/training-and-resources>
- The Mosaic Approach: <https://www.nurseryworld.co.uk/news/articlesay-your-piece/pamphlets>

Emily Rotchell, Sarah Sprake, Paula Owens and Sharon Witt are all members of the GA Early Years and Primary Phase Committee.

Physical Education Subject Specialism Update – Year 2

By Emerick Kaitell

Wow, what a few days the year two physical education specialist received upon their return from BSE part one. They heard about physical literacy from Dr Liz Durden-Myers. The next day, attending an LTA Primary School Tennis Accredited workshop. And finally, experiencing an SEN Unity workshop.

The year two physical education specialists acquired knowledge in how to utilise physical literacy to ensure all children can access physical education lessons. Moreover, they learned how to develop their teaching by reviewing the four corners activity approach. Social & Value, Motivation & Confidence, Physical Competence, Knowledge & Understanding corners relate to identifying which children need to develop rather than focusing on the approach we gravitate toward. Dr Durden-Myers, co-founder [of PE Scholar](#), praised our students: "I thoroughly enjoyed it and was encouraged by their engagement and passion, which came across even though online. A real breath of fresh air I imagine for you to be working with these students."

Chris Starratt delivered the LTA Primary School Teacher course and was impressed with the students' willingness to take on challenges and how they delivered the sessions. Now, the students have resources and qualifications to share in their schools in the future. The experience illustrated the need to adapt activities to meet the needs of the children.

[SEN Unity](#) workshop provided the students with an experience of how it feels when one of your senses is removed. The [video link](#) is an example of how our students engaged with the challenges, and the remarks back, "The students are thirsty for knowledge and show attributes in becoming great teachers."

We express our gratitude to the guests for their invaluable contributions, enriching the students' experiences. Thank you to the students for their professionalism and curiosity, as they represented the university with excellence.

Year 2 Go to Parliament – Anthony Barlow

This week Roehampton BA Y2 student teachers visited the U.K. Parliament, gaining an opportunity to experience the workings of one of the world's oldest democratic institutions. Our visit to the Palace of Westminster provided an insight into the House of Commons, House of Lords, and other features, including the Elizabeth and Victoria towers.



Westminster Hall (1097) as you enter is the oldest surviving part of the Palace of Westminster and the student teachers were struck by its size and carved wooden 'eavesdropping' figures alongside stories about Henry VIII's tennis balls

being found in the roof beams! The hall has been the stage for some of the most momentous events in British history, from the trial of King Charles I to state occasions for monarchs and dignitaries, such as Nelson Mandela and Ukraine's President Zelensky alongside the lying-in-state of Queen Elizabeth II.

At the entrance to the Palace, we encountered *New Dawn*, a contemporary light sculpture by [artist Mary Branson](#). Installed in 2016, this commemorates the 150-year campaign for women's suffrage, a movement leading to some women gaining the vote in 1918, with all women following in 1928.

The tour of the Commons left us fascinated by the Speaker's fabric roofed chair (which doubled as a commode when there was only one speaker in times' past). We also learned about the symbolic importance of the green benches and the ceremonial mace, which represents the Crown's authority in Parliament. In the Lords, we saw the red benches and more opulent atmosphere of this much older part of the Houses of Parliament.

Our visit concluded with a series of quizzes in the grand committee rooms overlooking the Thames (pictured), where much of Parliament's in-depth work occurs. We learned how committees examine policies, gather evidence, and hold inquiries to ensure accountability and improve legislation.

We left Parliament inspired and better informed about the UK's democratic processes. While buildings and traditions are fascinating, progress comes with the responsibilities of modern governance, and the visit had a real focus on the people who make this institution function and the role we play as teachers in informing the next generation of children who will be able vote themselves in just a few years. Learn more: <https://learning.parliament.uk/en/>

Subject Advisory Panels: Dates for your Diary

All panels will be online. Please register your attendance here:

<https://forms.office.com/e/2JFQCWqr6x>. Online meetings links to access the sessions are in the table below. All meetings are 4-5pm unless otherwise stated.

Subject	Date and time	Online Meeting link
Art and Design	Tuesday 29 th April 2025	Join the meeting now Meeting ID: 353 070 315 078 Passcode: m2kQLq
Computing	Thursday 27 th March 2025	Join the meeting now Meeting ID: 329 615 880 050 Passcode: CJTq7U
Design and Technology	Wednesday 26 th March 2025	Join the meeting now Meeting ID: 375 879 764 175 Passcode: fC5vTv
English	Wednesday 12 th March 2025	Join the meeting now Meeting ID: 326 433 401 035 Passcode: wLEaYm
Geography	Wednesday 26 th March 2025	Join the meeting now Meeting ID: 388 688 757 065 Passcode: pFVp7g
History	Tuesday 4 th February 2025	Join the meeting now Meeting ID: 321 877 891 285 Passcode: b7nTyx
Mathematics	Wednesday 5 th February 2025	Join the meeting now Meeting ID: 382 214 324 162 Passcode: AqCQqT
Physical Education	Wednesday 5 th March 2025	Join the meeting now Meeting ID: 311 912 718 803 Passcode: sMm2fC
PSHE	Wednesday 23 rd April 2025	Join the meeting now Meeting ID: 325 504 329 285 Passcode: jMBWjs

Science	Wednesday 5 th March 2025 16.00-17.00	Join the meeting now Meeting ID: 388 787 607 761 Passcode: zdzxB4
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Subject CPD for Mentors 2025

You are warmly invited to our subject CPD sessions, run by our Subject Leads at Roehampton. The focus will be best practice in mentoring and observing in the subject across all primary phases, and current research/developments within the subject area. Sessions will be for 1 hour, online.

Please register your attendance here: <https://forms.office.com/e/u4C0Bh5Gj4>. Online meeting links to access the sessions are in the table below.

Subject	Subject Lead delivering the session	Date and time	Link for online meeting
Art & Design	Susan Ogier s.ogier@roehampton.ac.uk	Tuesday 28 th January 2025 16.00-17.00	Join the meeting now Meeting ID: 378 810 477 758 Passcode: sdS29M
Computing	Lynda Chinaka Lynda.chinaka@roehampton.ac.uk	Thursday 30 th January 2025 16.00-17.00	Join the meeting now Meeting ID: 375 137 387 288 Passcode: Jrzudp
Design & Technology	Sue Miles-Pearson s.miles-pearson@roehampton.ac.uk	Wednesday 5 th February 2025 16.00-17.00	Join the meeting now Meeting ID: 357 601 810 363 Passcode: CkJz6s
English	Anna Harrison, Kerenza Ghosh and Steph Laird anna.harrison@roehampton.ac.uk K.Ghosh@roehampton.ac.uk s.laird@roehampton.ac.uk	Wednesday 11 th June 2025 16.00-17.00	Join the meeting now Meeting ID: 354 374 323 228 Passcode: 8eK5dB
Geography	Anthony Barlow	Wednesday 5 th February	Join the meeting now

	anthony.barlow@roehampton.ac.uk	2025 16.00-17.00	Meeting ID: 387 859 714 890 Passcode: S9yvP7
History	Susie Townsend susan.townsend@roehampton.ac.uk	Tuesday 4 th March 2025 16.00-17.00	Join the meeting now Meeting ID: 371 433 859 020 Passcode: ZTKL9W
Maths	Lorraine Hartley lorraine.hartley@roehampton.ac.uk	Tuesday 11th March 2025 16.00-17.00	Join the meeting now Meeting ID: 371 433 859 020 Passcode: ZTKL9W
PE	Emerick Kaitell e.kaitell@roehampton.ac.uk	Wednesday 26th March 2025 16.00-17.00	Join the meeting now Meeting ID: 349 293 511 188 Passcode: gwUQms
PHSE	Sarah Leonard sarah.leonard@roehampton.ac.uk	Wednesday 26th February 2025 16.00-17.00	Join the meeting now Meeting ID: 363 019 734 330 Passcode: 8cPmof
Science	Nicola Treby nicola.treby@roehampton.ac.uk	Wednesday 26th February 2025 16.00-17.00	Join the meeting now Meeting ID: 347 792 634 162 Passcode: WG5wnv

Our Education Friday Briefing



Read our weekly **Education Friday Briefing!** Sign up to the blog published by the team every Friday. Full of educational links, news and opportunities, this is a useful digest of things to know this week. This digest is sent to all Lead Mentors and students across the Primary ITE

programmes: <https://fridaybriefing.blogspot.com/>

Lates issue:

<https://fridaybriefing.blogspot.com/2024/11/friday-briefing-291124.html>

If you want us to advertise anything, do let us know!

Join the Movement: Transform Physical Education in Your School!

Thursday, 27 February 2025 Salford Community Stadium, 1 Stadium Way, Eccles, Salford, M30 7EY

Davies Sports proudly presents the Primary Physical Leaders Conference, an exclusive event tailored for PE leads and coordinators in primary schools.

Why Attend? Be Inspired: Gain insights from the UK's leading PE experts. **Transformative Strategies:** Learn how to make your school a hub for movement, socialisation, and thriving students. **Connect and Collaborate:** Network with fellow educators passionate about shaping the future of physical education. **Heavily Subsidised:** Thanks to Davies Sports, this unique event is highly affordable, ensuring accessibility for all primary PE leaders.

Is Your School Ready for a New Movement? This immersive conference will equip you with practical tools and innovative approaches to elevate physical education, enhancing the well-being and development of every child.

Register Now Spaces are limited—don't miss your chance to lead the way in creating a healthier, more active school environment. Book Your Spot Today! PE Leaders | Davies Sports

Book Your Spot Today! [PE Leaders | Davies Sports](#)

Elm Grove Conference Centre and Guest Rooms at Roehampton

Roehampton Venues SW15 on the edge of Richmond Park is conveniently accessible from



central London connected by Hammersmith and Barnes train lines. At the heart of Roehampton Venues sits our dedicated [Elm Grove Conference Centre](#), a great purpose-built space to hold your next event. We can

offer a special daily delegate rate for Elm Grove of £45.00 per person for a full day event which includes all catering and refreshments.



Elm Grove Conference Centre also has 31 en-suite bedrooms, available to book all year round. All bedrooms come with standard hotel amenities and complimentary Wi-Fi. Bedrooms start from £96 including VAT per room per night. [Guest Bedrooms - Roehampton Venues](#)

Follow along with all of the wider conference team events and activities by visiting the [RoeVenues Instagram account!](#)

The contact details for the team are; Email – conferences@roehampton.ac.uk. Phone – 020 8392 3505 (also listed on our [website](#))



Upcoming ECT roles at your school

If you wish to advertise ECT jobs with us, then please send adverts (PDF or Word files) to baprimary@roehampton.ac.uk and pgprimary@roehampton.ac.uk, and we will share these with our current students and graduates from last academic year.

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.

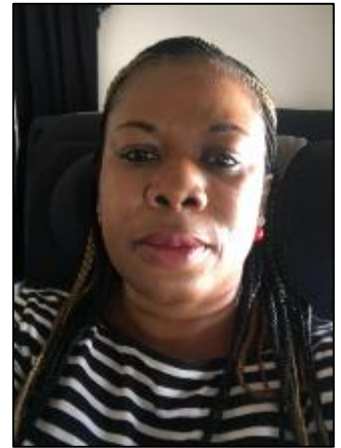
Subject: Computing

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: 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: Physical Education

Subject Lead Name: Emerick Kaitell

Email:

Telephone:

Key subject/research interests: My teaching philosophy is centred around a commitment to social justice, ensuring every child has access to high-quality physical education.



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

email: primarypartnerships@roehampton.ac.uk

Head of Primary Initial Teacher Education: Sarah Leonard

email: sarah.leonard@roehampton.ac.uk

Head of Partnerships / Mentor Training Lead: Natalie Rankin

email: natalie.rankin@roehampton.ac.uk

BA (Undergraduate) Programme Convener Primary Education: Anthony Barlow

email: anthony.barlow@roehampton.ac.uk

PGCE (Postgraduate) Programme Convener Primary Education: Steph Laird

email: s.laird@roehampton.ac.uk