

EP306-15 Introduction to Primary Teaching

23/24

Department

Centre for Teacher Education

Level

Undergraduate Level 3

Module leader

Holly Heshmati

Credit value

15

Assessment

100% coursework

Study location

University of Warwick main campus, Coventry

Description

Introductory description

This module takes place in term 2 and is specially designed to introduce you to primary curriculum and pedagogy in the primary school age range. You will explore your subject from a new perspective through engaging sessions at university led by teaching fellows and visiting teachers. Practical workshops will examine the content of primary National Curriculum and how to address barriers to learning in primary through the development of effective teaching approaches and resources.

The module is hosted by the Centre for Teacher Education (currently rated 'Outstanding' by OFSTED). Anyone who completes the module is automatically eligible for an interview for the Postgraduate Certificate in Education (PGCE) initial teacher training course (providing all entry requirements for Initial Teacher Training are met).

[Module web page](#)

Module aims

1. To develop knowledge of primary teaching in the UK education system and some of the approaches to learning that support primary students in the subject.
2. To develop knowledge and understanding of primary education and the primary curriculum.
3. To develop key transferable skills through engagement with 11-18 education.

4. To develop skills in personal reflection on professional practice.
5. To relate educational theory to education practice.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The theory which underpins the practice of primary teaching is explored through seminars led by CTE Teaching Fellows. The seminars begin by discussing the current context of the UK education system and national curriculum before exploring a range of key themes in education such as how students learn, how ideas develop in the school curriculum and using assessment for learning and specific aspects of pedagogy relating to the teaching of primary.

As part of the module you engage in primary education through developing materials, resources and teaching approaches to support learning in primary. You will develop your practical understanding of the teaching of primary. Indicative activities might include: developing learning resources, providing exemplar materials to a professional brief, producing online learning resources.

To prepare for and support you for this you will participate a series of workshops at the university. These are highly interactive, practice based sessions, delivered by visiting teachers from local primary schools. Sessions cover topics such as pitching and sequencing resources to support learning, overcoming barriers to learning and effective questioning.

Learning outcomes

By the end of the module, students should be able to:

- LO1 Critically analyse and reflect on key issues in primary education in school.
- LO2 Critically reflect on practice in teaching primary in school.
- LO3 Apply learning theory to school primary teaching practices.
- LO4 Demonstrate professional skills in supporting learning in primary.

Indicative reading list

Primary English: audit and test : assessing your knowledge and understanding

Primary English: knowledge and understanding

Primary mathematics: audit and test: assessing your knowledge and understanding

Mathematics explained for primary teachers

Understanding mathematics for young children: a guide for teachers of children 3-8

Teaching mathematics creatively

The elephant in the classroom: helping children survive, achieve and enjoy school maths

The really useful science book: a framework of knowledge for primary teachers

Primary science: knowledge and understanding

Primary science: teaching theory and practice

ASE guide to primary science education

Successful teaching placement: primary and early years

Transforming primary mathematics

Primary mathematics: teaching for understanding

Interdisciplinary

Through exploring the teaching and pedagogy of your subject you will consider and build connections between your subject, educational theory, the psychology of learning and cognition and also consider elements of policy, society and sociology. You will develop your written communication skills in producing both academic and professional evidence-informed rationales for practice.

Subject specific skills

You will develop skills relevant for teaching and the development of practice such as communication, peer and professional collaboration and reflection. You will also develop skills relevant to the academic study of education such as analysis and critique. The module will also develop your skills in the pedagogy of your subject.

Transferable skills

Critical Thinking
Reasoning and Problem Solving
Active Lifelong Learning
Communication (verbal and written)
Teamwork and working effectively with others
Information literacy (research skills)
ICT Literacy
Citizenship (local and global)
Ethical Values
Inter-cultural learning and diversity awareness
Professionalism
Organisational awareness

Study

Study time

Type	Required
Lectures	2 sessions of 1 hour (7%)
Seminars	7 sessions of 2 hours (47%)
Practical classes	7 sessions of 2 hours (47%)
Total	30 hours

Private study description

No private study requirements defined for this module.

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A

	Weighting	Study time
A critical review on an issue in Primary Education	50%	60 hours
A short (1000 word, approximately 4 sources) annotated bibliography on a chosen issue in Primary Education followed by a 500 word discussion and conclusion on the implications for teaching primary .		
Poster	50%	60 hours
A poster presentation of a learning resource, artefact or materials designed to support children's learning in primary with a supporting rationale relating to, primary curriculum, learning or pedagogic theory.		

Feedback on assessment

Formative: During the course of the module students will have the opportunity to submit one critical review entry.

Summative: A written feedback sheet and in-text comments will be provided on each component.

Availability

There is currently no information about the courses for which this module is core or optional.