

**PGCE Primary Report 2024-25 - Geography**

**Purpose**

The primary experience and report are designed to help you understand more about primary education and particularly Key Stage 2 (the Key Stage prior to secondary). To record and reflect on your understanding of teaching and learning in the primary phase, you are required to complete this report. It is part of the compulsory assignments for the PGCE and is assessed at Level 6.

The different sections of the report also link to our 6 Curriculum Strands (see below) and the numbers next to each section indicate which strands relate to that aspect of teaching.

**The sections of the primary report:**

Section 1 – Overview of a primary school (400 words).

Section 2 – The primary curriculum, inclusion and behaviour for learning (850 words)

Section 3 – Your subject curriculum and pedagogy in primary (equivalent of 500 words)

Section 4 - Reflection on future practice (750 words). *To be completed later in the PGCE year, after the experience in a primary school.*

**Completing the report**

Please complete the report in a Word document, divided into the 4 sections as indicated and following the recommended word count for each section. See below for what to include and for guidance about how to present the report, particularly about referencing what you are reading or watching, using Harvard conventions.

The report should take around 5 hours to complete.

**Timeline for completing the report**

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| **Date** | **What to complete** | **Where to upload** |
| 4th September 2024 | First draft of your report (Sections 1-3) | Ready to discuss in subject sessions |
| 30th September 2024 by 4pm | Sections 1-3 | On OneDrive folder  |
| 25th April 2025 by 4pm | Final report (Sections 1, 2, 3 and 4) | On Blackboard |

You will get the opportunity to discuss your report before submitting sections 1-3 on your OneDrive folder. Your tutor will give you feedback on your report at that point and indicate if you are on track to meet the Level 6 Assessment Criteria. Once you have completed your experience in a Primary School you will write Section 4 and finalise the report, responding to any feedback from your tutor. This version of the report will then be formally assessed as either Pass or Fail, according to the Level 6 Assessment Criteria (see below). In this way, you will have the opportunity to amend your report up until the submission date.

You can carry out additional reading to support your writing, but all the required reading and video material is included in the Reading List at the end of this guidance, along with some suggested additional reading.

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|   | **PGCE Curriculum Strands**  |
| 1  | Learning and Teaching – Curriculum and subject knowledge, pedagogy, planning, how children learn, impact of teaching on learning and teaching and learning in a diverse society.  |
| 2  | Inclusion  |
| 3  | Classroom and behaviour management  |
| 4  | Fundamental English and Maths skills  |
| 5  | Wider role of the teacher and research  |
| 6  | Part 2 of the Teachers’ Standards  |

**What to include in the primary report**

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| **Section 1**  | **Description of a primary school** |
| **Word Count** | **400 words** |
| **Curriculum Strands** | **1 and 4** |
| In this section you should investigate a primary school of your choice. You will find all English primary schools on this website: <https://www.compare-school-performance.service.gov.uk>. Choose a primary school to focus on; it could be one that you know or a school that is local to where you live. From the school’s website, their latest Ofsted report and from the information on the ‘Compare school performance website’ above, write a description of the school. You should include key information about the school, such as the demographics of the pupil population, key features from the school’s most recent Ofsted inspection, the size and type of school (faith, academy etc.) and ethos and values of the school. You must use data to give an overview of the pupils’ outcomes in reading, writing and mathematics national tests, to identify patterns and trends, and draw appropriate conclusions. Look at <https://www.compare-school-performance.service.gov.uk> and explore the available data for your school. For example, on your school’s pages, go to the ‘Results over time’ area. If you choose to look at ‘pupils meeting expected standard in reading, writing and maths’ you could paste a copy of the graphs into your report and then describe the three-year trend as well as describing the data comparatively (against local, national statistics). If you choose to look at ‘progress in maths’ you could, for example, plot the last 3 progress scores onto a graph (using Excel) and describe what you see, or calculate percentage increase/decrease over the previous 3 years. You could also use the ‘Results by pupil characteristics’ to comment on similarities or differences across groups of students.*(This task will help to fulfil some ‘Fundamental Maths Skills’ which are a compulsory part of the PGCE)* |

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| **Section 2** | **The primary curriculum, inclusion and behaviour for learning** |
| **Word Count** | **850 words** |
| **Curriculum Strands** | **1, 2 and 3** |
| 1. **The Primary Curriculum**

For this section look at the National Curriculum for Primary (see reading list), in particular sections 1-6. * Say why you think numeracy and mathematics, language and literacy have been emphasised at the start of the document.
* Is there anything that surprises you about the National Curriculum?

**Summarise your thoughts and ideas into one or two short paragraphs. (150 words)**1. **Inclusion**

There is an important section about Inclusion in the National Curriculum for Primary. This video about a primary school in South Gloucestershire shows how schools and class teachers can meet the National Curriculum requirements for Inclusion:[(46) Inclusion Working in 2015 - Primary School - YouTube](https://www.youtube.com/watch?v=w4B4CGopmZw)**Video observation part 1:**Watch the video in full, focusing particularly on the clips showing children within the school’s classrooms and playgrounds. As you watch, consider these questions:* How do the children act? What activities are they participating in?
* How do the children interact with each other and with members of staff?
* What evidence of learning can you see?

The EEF have created a document called [Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk).](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send) Find and read the recommendations poster. **Video observation part 2:**Watch the video in full for a second time, focusing on how the school has created an inclusive environment. As you watch, consider the following questions and link them to your reading:* What do you notice about how the children, parents and the members of staff talk about inclusion?
* In what ways does the school embed elements of the 5 EEF recommendations?
* How does the school’s approach to inclusion impact on the children’s experiences?

**Summarise your thoughts and ideas into one or two paragraphs- you don’t need to answer the questions above directly. (350 words)**1. **Behaviour for learning**

For this section, you should also look at the DFE document ‘Creating a Culture: How school leaders can optimise behaviour’ and watch this video about setting ground rules for behaviour for learning in an Early Years setting: <https://www.youtube.com/watch?v=GTbcMj7O2DI>**Video observation part 1:**Watch the video in full, focusing particularly on the children in the classroom. As you watch, consider the following:* How do the children act? What activities are they participating in?
* How do the children interact with each other and with members of staff?
* What evidence of learning can you see?

**Video observation part 2:**Watch the video in full a second time, this time focusing on the teacher’s work to establish good behaviour among the class. Consider the following:* How does the teacher establish classroom rules, routines and expectations in the early weeks of reception?
* Look at Section 1 of the DfE’s ‘Creating a Culture’ report. How do the recommendations here relate to the teacher’s work in the video?
* What similarities and differences might exist between behaviour management strategies in Early Years and secondary school settings?

**Summarise your thoughts and ideas into one or two paragraphs- you don’t need to answer the questions above directly. (350 words)** |

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| **Section 3** | **Your subject curriculum and pedagogy in primary** |
| **Word Count** | **Equivalent of 500 words** |
| **Curriculum Strand** | **1**  |
| *Each subject has slightly different tasks in this section which will count as the equivalent of 500 words.***Your Subject Area – Geography****Transition and progression in geography from KS2-3:** Look at the National Curriculum for Primary and find the programmes of study for geography:Key Stage 2 - [National Curriculum - Geography key stages 1 to 2 (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf)Key Stage 3 - <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239087/SECONDARY_national_curriculum_-_Geography.pdf> ). 1. Create a table to summarise the following:
* How does the curriculum for Key Stage 2 *link* to the curriculum for Key Stage 3?
* What are the similarities and differences? What are the opportunities for learning at KS3 to build on what is taught at KS2?
* Describe one idea of what you add into either the KS2 or 3 geography curricula?

**Young people’s experiences of geography**Read: Simon Catling (2014) Giving younger children voice in primary geography: empowering pedagogy – a personal perspective, *International Research in Geographical and Environmental Education*, 23:4, 350-372. [Geography Catling reading link](https://www.researchgate.net/publication/271753614_Giving_younger_children_voice_in_primary_geography_Empowering_pedagogy_-_A_personal_perspective/link/562f6e1708ae0077ccc9969c/download)Catling talks of ‘bring[ing] back in’ (p.351) young people in ways which give them voice and agency in their experience of primary geography. This discussion piece offers a wider, more detailed picture of what a primary geography curriculum *can* offer in comparison to the short statements in the KS2 Geography National Curriculum. There are many points in the article which are also relevant to KS3. |

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| **Section 4** | **Reflection on future practice** *(to be completed after the experience in a primary school)* |
| **Word Count** | **750 words** |
| **Curriculum Strand** | **5** |
| In this section, you should review what you have researched about the primary curriculum and pedagogy and reflect on your observations in a primary school, with particular reference to your observations of the teaching and learning of reading. You can look at the DFE publication ‘The reading framework’ for reference.You should consider how your experiences will inform your teaching in the secondary phase and how you can approach the teaching of Year 7 to ensure an effective transition from Key Stage 2 to Key Stage 3. |

**Submission of the primary school report**

**This report should be completed according to these guidelines:**

* Word-processed on a Word document (not PDF).
* In a clear 11-point font.
* Double line spacing for main text.
* Single line spacing for indented quotations.
* Line space between paragraphs.
* Numbered pages.
* A running header or footer line on all pages with your name.
* The word counts are for guidance, but the report should be approximately 2500 words in total.

**Referencing:**

There is a list of suggested reading at the end of this document. If you use references make sure that they are presented using Harvard conventions. We recommend this website for support about using Harvard referencing: [ARU | University Library: ARU Harvard](https://library.aru.ac.uk/referencing/harvard.htm) or refer to[Cite Them Right - Home (oclc.org)](https://www-citethemrightonline-com.bris.idm.oclc.org/home)

**To reference videos:**

### **Citation order:**

Name of person or organisation posting video. Year video posted (in round brackets). Title of film or programme (in italics). Date uploaded (if available). Available at: DOI *or* name of streaming service/app *or* URL (Accessed: date)

e.g. Teachers TV (2012) *Bayley on Behaviour: Establishing the ground rules.* December 3rd 2012. Available at: <https://www.youtube.com/watch?v=GTbcMj7O2DI> (accessed July 1st 2024)

**To reference Government documents:**

### **Citation order:**

Name of organisation or institution. Year of publication (in round brackets). Title (in italics). Reference number (if available). Place of publication: Publisher

Or if accessed on the internet: Available at: DOI *or* URL (Accessed: date)

e.g.Department for Education (2013) *The national curriculum in England: key stages 1 and 2 framework document.* Available at: <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum> (Accessed: June 28th 2024).

**To reference websites:**

### **Citation order:**

Name of author or organisation. Year that the site was published/last updated (in round brackets). Title of web page (in italics). Available at: URL (Accessed: date)

e.g. Education Endowment Foundation (2023) *Special Educational Needs in Mainstream Schools.* Available at: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send> (Accessed: July 1st 2024)

**To reference journal articles (suggested in the reading list):**

Name of author, initials., Year that the article was published (in round brackets). Title of article. Full title of journal in italics. Volume number (Issue/Part number), page number(s)

e.g. Boughton, J.M., 2002. The Bretton Woods proposal: a brief look. Political Science Quarterly, 42(6), p.564.

**Key Readings**

**National Curriculum for Primary:**

[www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum](http://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum)

**Special Educational Needs in Mainstream Schools – EEF:**

Education Endowment Foundation (2023) *Special Educational Needs in Mainstream Schools.* Available at: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>

**Primary pedagogy:**

DFE (2023) The Reading Framework [The reading framework (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1168960/The_Reading_Framework_July_2023.pdf) [last accessed 20.07.23]

**Behaviour for Learning:**

Bennett, T. (2017) ‘Creating a Culture: How school leaders can optimise behaviour’, available at: [www.gov.uk/government/publications/behaviour-in-schools](http://www.gov.uk/government/publications/behaviour-in-schools) [last accessed 20.07.23]

**Additional Reading**

These are some supplementary websites and resources that we recommend to you. **This is not essential reading but may be of interest:**

**National Curriculum for Secondary:**

<https://www.gov.uk/government/publications/national-curriculum-in-england-secondary-curriculum>

**Primary Pedagogy:**

Siraj, I. and Taggart, B. (2014) Exploring Effective Pedagogy in Primary Schools: Evidence from Research. Pearson. Available at: [www.pearson.com/content/dam/one-dot-com/one-dot-com/global/Files/about-pearson/innovation/open-ideas/ExploringEffectivePedagogy.pdf](http://www.pearson.com/content/dam/one-dot-com/one-dot-com/global/Files/about-pearson/innovation/open-ideas/ExploringEffectivePedagogy.pdf) [last accessed 20.07.23]

**Adaptive Practice**

Education Endowment Foundation (2018) ‘Within class attainment grouping’, available at: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/within-class-attainment-grouping/> [last accessed 20.07.23]

Education Endowment Foundation (2018) ‘Making best use of Teaching Assistants’, available at: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants> [last accessed 20.07.23]

Taylor, S. (2017) ‘Contested Knowledge: A Critical Review of the Concept of Differentiation in Teaching and Learning’ Warwick Journal of Education. Available at: <https://journals.warwick.ac.uk/index.php/wjett/article/view/44> [last accessed 20.07.23]

**Working with disadvantaged pupils:**

[A Fair Start? Equalising access to early education - Sutton Trust](https://www.suttontrust.com/our-research/a-fair-start-equalising-access-to-early-education/) The Sutton Trust carry out and publish research about social mobility and equity in education.

**Assessment Criteria**

This report will be marked at Level 6 as either Pass/Fail. You will receive feedback according to our assignment assessment criteria.

The Level 6 assessment criteria, with specific advice for this report, are as follows:

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| **Level 6 Assessment criteria** | **Pass** | **Fail** | **Primary Report** |
| **Product** | Satisfactory structure and language. References are consistently presented. Number of sources is appropriate for this level. | High frequency of errors and slipshod checking mean that there may be significant comprehension difficulties for the reader. Inappropriate writing style. Questionable originality or over-reliance on quotation. Poor, unreliable, or inaccurate citations. Incompetent or disorganised presentation. Fails to meet length specification by significant margin.  | Approximately 2500 words.Harvard referencing generally used correctly.Follows presentation guidelines.Fundamental English skills: Language (e.g., grammar and vocabulary) and punctuation are accurate. Writing is clear and coherent.Fundamental Maths skills: Can use data and graphs to interpret information, identify patterns and trends and draw appropriate conclusions.   |
| **Investigation** | Able to use appropriate methods of enquiry. Evidence of planning and research used to reach conclusions. The inclusion of literature is satisfactory, and links made between theory and practice. | Little detail and interest. Failure to comprehend basic demands and issues and/or lack of engagement in task. A wholly descriptive approach with no critical perspective. Incomplete or partial data collection. Little or no evidence of methodological thinking. Little or no linking to the literature.  | Able to use the sources given to analyse primary school practice. Points made are backed up with evidence.Reaches fair conclusions about effective practice. |
| **Educational Issues** | Evidence of understanding of the issues at this level. Satisfactory handling of a range of issues and clear explanation. | Lack of understanding of issues and/or failure to identify them. Instances of serious lack of clarity, or confusion in argument or explanation. Little or no evidence of possession of an accurate knowledge base. Contentious or unsupported claims and ideas. Little or no evidence of the ability to handle a range of perspectives | Able to bring together different sources of information e.g., articles, publications and videos.Identifies key issues in each section and explain issues clearly. |
| **Learning** | Reflection on the topic and personal learning. Uses findings to make links to own experience and future practice. | Rarely connects personal experience to dialogue or reading, and vice versa. Lacking analysis, reflection and discussion. Little or no evidence of engagement at personal level with topic. Failure to research topic adequately. | Shows ability to reflect on future practice in secondary phase and reflects on effective practice in primary. |