

PGCE Primary Specialism module options 2026-27

Our Primary (5-11) programmes enable you to select a particular area to focus on during the year to support your development as a future curriculum leader. You will complete a specialism module relating to your chosen area which will involve attending 7 on campus sessions across the autumn term. You will also receive additional input during the spring and summer seminar days. The specialisms on offer are listed below but will run depending on demand.

On completion of the PGCE, your award title will include the specialist area you have chosen e.g. your PGCE certificate will say PGCE Primary (5-11) with English, PGCE Primary (5-11) with Humanities, PGCE Primary (5-11) with Mathematics, PGCE Primary (5-11) with Outdoor Learning or PGCE Primary (5-11) with SEND.

(Note: our Primary (3-7) programme also includes a specialism module which focusses on becoming an Early Years curriculum leader – this module is exclusively available to Primary (3-7) trainees and the options below are not available to that cohort. The award title will be PGCE Primary (3-7).

If you are offered a place, you will be asked to select which specialism module you would like to take prior to starting the course. You will also be asked to provide a second choice, in case your first choice doesn't run or is full (places will be on a first come first served basis and we will endeavour to provide information at interview regarding any options which are already full).

Specialism Module	Broad module content/aims	Who might choose this option?	Module Leader
English	<p>As a future leader of primary English you come to the course with a wide range of knowledge and understanding about language and how it works. This is an essential background to developing your work in primary schools, both as a teacher and as a subject leader supporting language development and English teaching across the school.</p> <p>The primary English specialism module is based on an understanding of language and literacy as social practice. As such, we encourage you to think of the subject English as the formal part of learning that children engage in from the moment they are born. It is your role to extend and develop children's knowledge, ensuring they have the skills they will need to use and enjoy language and literacy throughout their lives.</p>	A student with a background or an interest in English or related subject, (e.g. drama, film, creative writing) or experience of teaching English abroad (e.g. TEFL).	Anthony Wilson Staff profile
Humanities	<p>Teaching Humanities provides you with the opportunity to create engaging activities, address misconceptions, enlarge pupils' knowledge and experience of the world in which they live, enable pupils to have the opportunities to excel, and all whilst passing on your passion for humanities.</p> <p>The module aims to help you develop a coherent philosophy for teaching the humanities and to prepare you for the role of the subject leader. The focus is on enabling you to understand how pupils learn and providing you with tools to facilitate this learning in your classes rather than extensively teaching your subject knowledge.</p>	A student with a background or an interest in humanities, possibly a degree in a humanities subject, or experience traveling, living or teaching around the world.	Ruth Flanagan Staff profile

Specialism Module	Broad module content/aims	Who might choose this option?	Module Leader
Maths	<p>The Mathematics specialism module is designed to inspire you and your students with the beauty and creative aspects of mathematics. This course offers a comprehensive approach to teaching mathematics, focusing on developing mathematically rich learning environments, effective teaching strategies, encouraging mathematical thinking and fostering a passion for the subject.</p> <p>This module will guide you how to create dynamic and engaging activities, address common mathematical misconceptions, and develop your students' knowledge and problem-solving strategies. We'll give you the tools and methods to facilitate learning by understanding how students learn mathematics with positive attitudes, ensuring you can adapt your teaching to meet their needs.</p> <p>This module isn't just about imparting subject knowledge; it's about helping you develop a philosophy for teaching mathematics. This course will help prepare you to take on the role of mathematics subject leader and make a lasting impact on your students' mathematical skills and confidence.</p>	A student with an interest in or passion for mathematics.	Taro Fujita Staff profile
Outdoor Learning	<p>Learning outside the classroom offers powerful opportunities to engage children in active, hands-on exploration across the curriculum. Experiences in outdoor environments enhance wellbeing, stimulate curiosity, and foster creativity and resilience. This module supports you in developing the knowledge, skills, and confidence to deliver high-quality outdoor learning as part of the Primary PGCE. It promotes cross-curricular and creative approaches, encouraging you to integrate outdoor learning across subjects—from science and literacy to art and maths—using the natural world as a stimulus for imaginative and meaningful learning.</p> <p>You will explore nature connection as a foundation for learning, and strengthen your skills in planning, managing, and reflecting on outdoor experiences. The module also supports you in adapting outdoor learning to meet a range of pupil needs, ensuring inclusive and accessible experiences for all learners. Working across year groups and the curriculum, you will learn to embed outdoor learning meaningfully within your setting, nurturing children's connection to the natural world and supporting a whole-school approach to outdoor learning and play.</p>	A student with an interest and a passion for the outdoors. No related qualifications are necessary.	Harriet White Staff profile

Specialism Module	Broad module content/aims	Who might choose this option?	Module Leader
SEND	<p>This specialism module will enable you to develop a sound understanding of inclusion, special educational needs and disability policy, practice and provision in mainstream education in England (as well as some reference to the other UK home nations). You will explore theory and practice related to the teaching and learning of students with special educational needs and disabilities. There are two interrelating elements to the module: the study of different theories, concepts and practices such as categorising SEN, assessment, adaptive teaching; and you will consider different types of special educational need, for example, dyslexia, learning difficulties, autism. The activities during the module help bring these two aspects together.</p> <p>Please note: Current English government policy requires an additional mandatory qualification to work as a Special Educational Needs Coordinator (SENCo). While this leadership strand will equip you with relevant skills it is not commensurate with the government qualification. See here for more information by the government.</p>	<p>A student with an interest in supporting students with additional needs and supporting staff in meeting those needs. No specific A levels or degree are required.</p> <p>You may have experience as a teaching assistant (but this is not a requirement)</p>	<p>Alison Black</p> <p>Staff profile</p>

For those applying for the Primary (3-7) programme, here are some details about the Early Years specialism module:

Specialism Module	Broad module content/aims	Who might choose this option?	Module Leader
Early Years	<ul style="list-style-type: none"> To help you develop a critical, reflective, and creative approach to early years practice that fosters children's enthusiasm for learning To focus on leadership in early years practice to enable you to evaluate and select resources, organize early years education within a nursery or school, and support your colleagues' early years teaching. To nurture your development as a reflective and autonomous professional practitioner who is able to identify strengths and areas for development in your subject knowledge and pedagogy, through evaluating current professional practice in relationship to developments in research and curriculum theory To use research to develop a contemporary and critical view of early years education in theory and practice 	<p>All trainees taking on the Primary (3-7) programme will take this module.</p>	<p>Harriet White</p> <p>Staff profile</p>