**Primary Early Years (3 – 7) Initial Teacher Education: Curriculum Plan**

**Subject/Strand: Understanding the World: Past and Present and History**

**Undergraduate Programme**

**Links to Practical knowledge, Substantive/theory, Disciplinary**

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| **Curriculum Vision:** Our primary (3-7) history curriculum, at Edge Hill University, is designed to ignite trainee’s curiosity about the past. We are determined that alongside historical knowledge there will be a high focus on the development of specific historical skills through discrete history lessons to ensure trainees know more and remember more.Our history curriculum recognises that effective history teaching is about enabling minds and our central aim is to develop committed, resilient, thoughtful and creative history teachers who will encourage pupils to think for themselves about the past. History teaches pupils important knowledge and ways of analysing which can play an important role in developing them as critical citizens who can empathise with others and put the present into a wider perspective. The course is both practically and intellectually challenging with the aim that students will reflect and engage their own particular views and philosophies about the nature and purpose of history, develop a deeper understanding of how pupils approach the subject and how they can meet their individual needs. Our curriculum content looks at specific subject knowledge and curriculum knowledge, as well as focusing upon how history allows other areas, such as controversial issues and issues of social justice, to be addressed in the classroom. There is a focus on the importance of learning beyond the classroom and the use of primary sources, practical teaching strategies and using the platforms as opportunity for further professional development within teaching history. |
| **Phase 1** |
| **University Based Learning** | **School/Practical Based Learning** |
| **Learn That** | **Learn How** | **Learn That** | **Learn How** |
| **Component Knowledge** | * ‘Understanding the World: Past and Present (UtW:P&P) is one of the specific areas of learning in the Early Years Foundation Stage (EYFS) statutory framework that specifies the requirements for learning and development

**LT 2.1, LT 3.3, LT 3.7** | * To articulate the value of UtW:P&P to make sense of the world around them now and in the past and support young children to make connections to their everyday lives

**LH 1.1, LH 1.2, LH 2.2, LH 2.8** |  | * UtW:P&P is integrated as a specific area into the curriculum

**LH 3.3** | **Intent** |
| * The EYFS curriculum is underpinned by the Characteristics of Effective Learning (CoEL) and this should be reflected in children’s engagement in UtW:P&P

 **LT 1.1, LT 1.5, LT 2.1 LT 3.6** | * The CoEL supports children’s learning and development through UtW:P&P

 **LH 1.1, LH1.2, LH 1.3, LH 1.4, LH 3.14** |   | * UtW:P&P and the CoEL are integrated into provision

 **LH 1.1, LH1.2, LH 1.3, LH 1.4, LH 3.14** |
| * Foundational knowledge of early historical concepts are built primarily through UtW: PC&C and this is where children begin their historical education

**LT 2.2, LT 3.2, LT 4.2** | * To recognise essential early historical concepts, knowledge, and enquiry skills

**LH 3.1, LH 3.4, LH 4.1** |  |  |
| * Secure subject knowledge in early history is required to teach UtW:P&P

**LT 3.2** | * To develop subject knowledge in early historical concepts such as chronology

**LH 3.1, LH 8.1, LH 8.4** | * Subject knowledge in early history is essential to inform planning, teaching and assessing in UTW:P&P

**LT 3.2** | * To use subject knowledge in early history effectively to plan, teach, assess and evaluate an adult-led activity in a nursery setting

**LH 2.1, LH 2.2, LH 2.3, LH 3.1, LH 3.4** |
| * Developing children’s sense of chronology is supported through personal experiences

**LT 2.2, LT 3.3** | * To identify and support children’s chronology skills

**LH 2.4** |  |  |
| * Learning in UtW:P&P takes place through explicit teaching in adult-led focused activities through scaffolding and modelling and through well-planned continuous provision

**LT 3.5, LT 4.2, LT 4.3, LT 4.4, LT 4.9** | * Recognise that young children will learn through expert adult support to scaffold, model and guide combined with opportunities in play through continuous provision to promote inquiry and problem solve

**LH 4.1, LH 4.2, LH 4.3, LH 4.10** |  | * An experienced teacher uses direct instruction to support children to develop early historical concepts in UtW:P&P

**LH 4.1, LH 4.2, LH 4.3, LH 4.11** |
| * Observing children in continuous provision supports and develops learning in early historical concepts through UtW:P&P by enabling prior learning to be identified and misconceptions to be anticipated and addressed

**LT 2.2, LT 2.6, LT 4.4, LT 5.2** | * Through observation of children supports identifying children’s prior knowledge and anticipating and addressing children’s misconceptions which are usually based on their experience

**LH 2.1, LH 2.5, LH 2.6** |  | * An experienced teacher uses observation to support children to develop early historical concepts in UtW:P&P

**LH 4.1, LH 4.2, LH 4.3, LH 4.11** |
| * Inclusive approaches in adult-led and continuous provision UtW:P&P activities focusing on historical concepts will support all learners

**LT5.3, LT 5.7** | * Adapting practice in UtW:P&P focusing on historical concepts supports different learners such as SEND and EAL as well as providing challenge

**LH 2.11, LH 5.1, LH 5.2, LH 5.8** | * UTW:P&P, focusing on historical concepts, planning and teaching needs to be adapted to the specific learners within their school-based placement (by discussing the cohort’s needs) to ensure their individual progress with mentor support initially

**LT 4.2, LT 5.2, LT 5.3, LH 5.5** | * To adapt planning and teaching to be inclusive for all learners with initial support from the mentor

**LH 5.2, LH 5.5** |
| * It is essential to develop children’s vocabulary of now and the past through classroom talk and story and artefacts can provide a stimulus and context

**LT 3.10, LT 4.7** | * To provide contexts to develop children’s historical and non-historical vocabulary such as story as a starting point

**LH 3.21, LH 4.13, LH 4.15** |  |  |
| * Use of questioning checks prior knowledge, assesses and scaffolds learning for early historical concepts and skills in UtW:P&P

**LT 4.6, LT 5.1, LT 6.1** | * Open questioning supports identifying prior-learning and scaffolding children’s knowledge and understanding to support early historical concepts

**LH 5.12, LH 6.6, LH 4.15** | * A teacher’s use of questioning can ascertain prior knowledge, further learning and assess children’s knowledge and understanding in historical concepts through UtW:P&P

**LT 4.6, LT 5.1, LT 6.1** | * With initial mentor support, use effective questioning to ascertain prior knowledge, further learning and support assessment in historical concepts through UtW:P&P

**LT 4.6, LT 5.1, LT 6.1** |
| * Learning of historical concepts, knowledge and skills through UtW:P&P needs to be sequenced carefully to facilitate transferral to the long term memory and this is supported by children learning new ideas by linking those ideas to existing knowledge and organising information (schemata), repeated practice, supporting retrieval and avoiding overloading working memory

**LT 2.3, LT 2.4, LT 2.7, LT 2.8, LT 3.7, LT 4.2** | * The ways children learn impacts on progress and how relevant research and theory shapes classroom practice

**LH 2.2, LH 2.3, LH 2.7, LH 2.10, LH 3.10, LH 4.5, LH 8.1** | * A teacher carefully sequences their teaching to support schemata, repeated practice, retrieval and avoiding overloading working memory

 **LT 2.3, LT 2.4, LT 2.7, LT 2.8, LT 3.7, LT 4.2**   | * With support from the mentor, begin to sequence teaching to reflect a developing understanding of how memory affects learning

 **LT 2.3, LT 2.4, LT 2.7, LT 2.8, LT 3.7, LT 4.2** |
| **Assessment** | **Assessment: University Based Learning** | **Assessment: School Based Learning** |  |
| Formative assessment approaches: * Initial confidence and subject knowledge check
* In-session retrieval activities/questioning
* In-session directed tasks
* Peer discussions and focused tasks
* Learning Journey – ongoing subject reflections in EYE1009 area of electronic portfolio

Summative approaches: EYE 1009 - presenting two teaching resources for selected areas of learning supported by underpinning theoretical rationale | Assessed throughout Professional Practice 1: Introductory* Weekly Development Summary – assessing progress on a weekly basis focusing on key strands of the EHU curriculum which includes discussion focus tasks
* Lesson observations – subject specific feedback
* Progress report
* Reflections in blue book
 | **Impact** |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | *By the end of this phase trainees will* ***be able to:*** |
| * That UtW:P&P in the EYFS curriculum supports children’s knowledge of the world around them by talking about personal experiences
* Some key features of planning, teaching and assessing in UtW:P&P
 | * That UtW:P&P involves learning and teaching of early historical concepts of chronology
* Some different pedagogical approaches that can be to support learning in UtW:TNW and how to adapt teaching to enable all children to make good progress
 | * Plan high-quality adult led activity/ties and an aspect in continuous provision for UtW:P&C focusing on historical concepts with the support from a mentor that considers prior learning, adaptive teaching, subject-specific pedagogy and assessment
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| **Research** | **KEY RESEARCH****That trainees will know that informs teaching and learning in History** |
| * COOPER, H. (2004) Exploring time and place through play : foundation stage, key stage one. London: David Fulton.
* COOPER, H (ed.) 2016, Teaching History Creatively, Taylor & Francis Group, London.
* DFE., 2021. Development Matters
* DFE., 2021. Early Years Foundation Stage Statutory Framework
* EARLY EDUCATION., 2021. Birth to Five Matters
* HOODLESS, P 2008, Teaching History in Primary Schools, SAGE Publications, London.
* OFSTED, 2021. Research review series: History.
* RUSSELL, C. (2016) Essential primary history. London: Open University Press.
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| **Phase 2** |
| **University Based Learning** | **School Based Learning – Developmental** |
| **Learn That** | **Learn How** | **Learn That** | **Learn How** |
|  | * There are links between EYFS UtW:P&P and National Curriculum (NC) history and the development of young children’s understanding of time, chronology and historical understanding

**LT 3.1. LT 3.3** | * Young children's historical knowledge, skills and understanding progress from the EYFS UtW:P&P to the NC

**LH 3.1, LH 3.3, LH 3.4** |  |  |  |
| **Component Knowledge** | * History is one of the foundation subjects with its own rationale, identity, benefits, key values and underpinning principles

**LT 3.1, LT 3.2, LT 3.3. LT 3.5** | * To articulate the value of history in the curriculum

 **LH 3.1** | * A school’s primary history curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the NC within a coherent wider vision for successful learning

**LT 3.1**  |  | **Intent** |
| * The NC history PoS includes key learning about: changes within living memory, events beyond living memory that are significant nationally or globally, the lives of significant individuals in the past who have contributed to national and international achievements and significant historical events, people and places in their own locality **LT 3.1**
 | * Lessons develop historical thinking through use of enquiry

**LH 3.1** | * The school’s curriculum will include different historical content but key concepts and historical enquiry remain central and consistent

**LH 3.3** |  |
| * Key learning in history involves identifying similarities and differences between ways of life in different periods and knowing and understanding key features of events that are studied

**LT 3.2** | * A range of creative teaching methods including role play will support children in developing historical imagination and understanding of what life was like and how it felt to live in different historical periods and what it felt like to be different historical figures

**LH 3.5** |  |  |
| * It is important to enable children to develop their own sense of personal history and then build on this to develop understanding of wider historical events and concepts and to make comparisons to other times and people

**LT 1.6, LT 2.2, LT 3.3** | * Engaging parents/carers is necessary when considering children’s personal and family history and this can support building relationships

**LH 1.4, LH 8.9** |  |  |
| * Secure subject specific knowledge is needed for history to support children mastering key knowledge and skills and develop critical thinking

**LT 3.2, LT 3.3, LT 3.6** | * To use research develop and deepen subject knowledge and associated vocabulary and take ownership of this process

**LH 8.2** | * A secure level of subject knowledge is needed for the PoS being planned for and taught to impact on children’s learning

**LT 3.2** | * To plan history lesson/s using their developed historical subject knowledge by identifying essential concepts, knowledge and skills in key stage one **OR** observe a history lesson being taught with a focus on subject knowledge

**LH 3.1** |
| * An enquiry-based approach is promoted and advocated as the most effective way of teaching history

**LT 3.6** | * Children’s historical thinking and use of enquiry is developed in history lessons to enhance children’s disciplinary knowledge to support ways of finding out about the past and different ways it is represented (primary and secondary sources)

**LH 3.1** | * Children develop historical understanding and skills by engaging effectively in enquiry-based learning

**LT 3.6** | * To plan history lesson/s that encourage historical thinking and use enquiry approaches to enhance children’s disciplinary knowledge **OR** observe a history lesson being taught with a focus on historical enquiry

**LH 3.1** |
| * The three-lens approach to planning and teaching history can support understanding the relationship between subject identity, subject pedagogy and teaching strategies

**LT 1.3, LT 3.1, LT 3.3, LT 8.1, LT 8.2** | * Research and evidence informs teaching and learning in history such as the use of learning theories and the Ofsted Research Review Series: History (2021)

 **LH 5.5, LH 8.1** |  |  |
| * Medium-term plans for a series of lessons identify the composite knowledge, component knowledge and a carefully structured sequence of learning to support remembering and knowing more

**LT 3.1, LT 3.3, LT 3.5** | * A series of lessons in history are clearly sequenced to break down learning into components in order to support children’s progress of key historical concepts, knowledge and skills

**LH 2.4, LH 3.1, LH 3.6, LH 4.1** | * Schools have high-quality medium-term history plans that break down the NC end points into carefully sequenced component knowledge that scaffolds learning

**LT 2.8, LT 4.2** | * Use the school’s medium-term plans to identify the sequence of learning used and how this chunks content so as not to overload working memory

**LH 2.1, LH 2.3, LH 3.3, LH 4.1** |
| * Short-term plans identify a clear sequence of historical learning to build on prior learning, connect to substantive and disciplinary knowledge and by clearly sequencing components to facilitate progress towards a composite outcome within a lesson (small steps so not to overload the working memory)

**LT 2.1, LT 2.2, LT 2.4, LT 3.1, LT 3. 3, LT 4.2** | * Single lessons in history are clearly sequenced to break down learning into components in order to support children’s progress such as involving prior learning, practice and retrieval of key concepts, knowledge and skills

**LH 2.4, LH 3.1, LH 3.6, LH 4.1** | * Teachers utilise strong subject and curriculum knowledge to plan history lessons by breaking key learning down into small steps to avoid cognitive overload

**LT 2.1, LT 2.2, LT 2.4, LT 3.1, LT 4.2** | * To sequence components of history learning beginning with prior learning that will support children to make progress and reach their composite outcomes across a lesson **OR** observe a history lesson being taught with a focus on how the teacher sequences learning and chunks content to avoid cognitive overload

**LH 2.4, LH 4.1** |
| * Well sequenced history lesson/series of lessons include the use of retrieval strategies and regular practice will help to embed learning in children’s long-term memory

**LT 2.7, LT 2.8, LT 4.2** |  | * Retrieval practice for key historical knowledge is vital to ensure that children know more and remember more in key aspects of historical knowledge

**LT 2.7, LT 2.8, LT 2.9, LT 2.11** | * With initial support from the mentor, plan and teach **OR** observe lesson/s that support recall and retrieval so children remember more and know more

**LH 2.4, LH 2.8, LH 2.9, LH 4.1** |
| * Ways of adapting teaching in history can include flexible groupings, targeted support and deployment of teaching assistants (TAs) to ensure progress for all including children with SEND and EAL, those who are disadvantaged (pupil premium) and those who require stretch and challenge

**LT 5.1, LT 5.3, LT 5.4, LT 5.5, LT 5.7, LT 8.5** | * Adaptive teaching in history needs to be planned for in order to impact on all groups progress either to scaffold and challenge

**LH 5.1, LH 5.2, LH 5.12** | * Teachers plan for adaptive teaching such as flexible groupings and deployment of TAs and also adapt during their lessons according to the needs of the particular groupings to be fully inclusive of all learners

**LT 5.1, LT 5.3, LT 5.4, LT 5.5, LT 5.7, LT 8.5** | * With initial mentor support, to plan and teach history lesson/s that are reflective of adaptive teaching practice to impact on children’s progress

**LH 5.1, LH 5.2, LH 5.12** |
| * Use of story and drama can be a stimulus to teach aspects of history through creative activities which enable children to imagine and understand life in different times and for different people and this also supports literacy skills

**LT 3.3, LT 3.5, LT 3.10, LT 4.2** | * To use stories as a stimulus to develop specific historical knowledge and skills which also supports engagement with reading and how to use these individual contexts to extend children’s understanding about chronology and make links between different times and events to build up a mental map of the past

**LH 3.16, LH 3.17, LH 3.18, LH 3.21** |  |  |
| * Developing historical vocabulary relating to the passage of time and everyday historical terms is essential to support learning

**LT 2.7, LT 3.10, LT 4.7** | * Developing strategies to support learning of key historical vocabulary can help to embed learning in children’s long-term memory

**LH 3.20, LH 4.1,** **LT 4.7** | * Planning for talk in history fosters development in vocabulary and embeds learning

**LT 4.7** | * When planning and teaching, embed opportunities that develop talk and for children to learn and use key historical vocabulary through teaching **OR** observe how teachers embed key vocabulary

**LH 3.20, LH 4.1,** **LT 4.7** |
| * Different pedagogical approaches are needed for effective history teaching that are supported by questioning, modelling and scaffolding

**LT 4. 2, LT 4.3, LT 4.4, LT 4.6** | * To use high quality primary and secondary sources that enable multi-sensory learning, models, images and drama to develop children’s ’sense of time and chronology’ and that encourage children to ask and answers questions

**LH 3.5** | * Questioning, modelling and scaffolding are essential to support recall and retrieval in order for children to make progress in history

**LT 4. 2, LT 4.3, LT 4.4, LT 4.6** | * With initial mentor support, to plan and substantive and disciplinary historical content using different pedagogies. effective questioning, modelling and scaffolding aiding learning and progress **OR** observe how teachers use different pedagogies, effective questioning, modelling and scaffolding aiding learning and progress

**LH 3.1, LH 3.4, LH 4.6** |
| * Children’s cultural capital can be enhanced through teaching and learning in history to promote qualities that lead to developing well-rounded, citizens

**LT 1.2, LT 1.6** | * Story, studying the history of the locality and significant local significant figures and experiences such as trips to museums can support and empower children’s knowledge and understanding of history

**LH 1.2, LH 1.5, LH 8.13** | * A school’s history curriculum reflects significant historical events, people and places in their own locality based on the needs and representations of the children in their school and to support children’s sense of belonging and develop cultural capital

**LT 1.2, LT 1.6** |  |
| * Historical interpretation is determined by age, gender, social and cultural influences, economic considerations and location and that history can be used to explore concepts of equality, diversity and social justice

**LT 1.2** | * To develop reflecting equality, diversity and social justice in history such as when selecting historical figures to study and identify and address the perpetuation of stereotypes and misconceptions about people and events

**LH 1.5, LH 8.2** | * A school’s history curriculum reflects diversity and equality

**LT 1.2** |  |
| * Behaviour management and classroom management for effective grouping are vital to support practical experiences in history such as examining sources and role play as well as trips/visits/visitors

**LT 1.1, LT 5.5, LT 7.1** | * To consider behaviour and classroom management approaches that could be used during practical experiences such as examining sources and role play as well as trips/visits/visitors

**LH 7.2, LH 7.3** | * Each school will have a behaviour policy and approach to managing risks during practical history experiences and visits/trips

**LT 7.1, LT 7.2** | * With support from a mentor, recognise how to manage risk by applying the school’s behaviour policy, risk assessment and health and safety measures to practical history sessions and visits/trips

**LH 7.1, LH 8.2** |
| * Formative assessment in history includes efficient strategies such as identifying prior-learning, questioning, identifying misconceptions, retrieval exercises and verbal and written feedback which are important to monitor children’s progress

**LT 6.1, LT 6.3, LT 6.4, LT 6.5, LT 6.7** | * Formative assessment opportunities should be efficient, identified on planning and clearly link to lesson objectives and when teaching formative assessment information is gathered in readiness for the next lesson

**LH 6.1, LH 6.4, LH 6.5, LH 6.6, LH 6.7, LH 6.8, LH 6.10** | * Teachers use a variety of efficient formative assessment strategies to assess learning in history

**LT 6.1, LT 6.3, LT 6.4, LT 6.5, LT 6.7** | * With initial mentor support, to plan and teach history lesson/s that uses formative assessment effectively to inform future lessons **OR** observe how a teacher uses formative assessment

**LH 6.1, LH 6.4, LH 6.5, LH 6.6, LH 6.7, LH 6.8, LH 6.10** |
| * A progression framework can be used to aid summative assessment of children’s progress in knowledge and skills in history

 **LT 6.1, LT 6.3, LT 6.4** |  |  |  |
| **Assessment** | **Assessment** | **Assessment** | **Impact** |
|  | Formative assessment approaches:* Initial confidence and subject knowledge check
* Tutor questioning
* Peer discussions and focused tasks such as planning
* Recall quizzes
* Reflecting and target setting in their electronic portfolio Learning Journey

Summative approaches: EYE2007 - reflective account on how their subject knowledge related to the current national curriculum has developed and produce an action plan for addressing any identified gaps in their knowledge | Assessed throughout Professional Practice 2: Developmental* Weekly Development Summary – assessing progress on a weekly basis focusing on key strands of the EHU curriculum which includes discussion focus tasks
* Lesson observations – subject specific feedback
* Progress reports
* Reflections in blue book
 |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | *By the end of this phase trainees will* ***be able to:*** |
|  | * Key substantive content knowledge relating to time and change, significant events, people and places as well as disciplinary knowledge relating to historical enquiry required to support learning and teaching of history in Key Stage One
* Features of effective planning, teaching and learning in history such as questioning, addressing misconceptions and developing vocabulary
 | * The different pedagogical approaches that can be used to support learning in history to develop key concepts of chronology, knowledge and historical enquiry
* How to adapt teaching to meet the needs of all children within any classroom as well as stretching pupils’ talents and interests
 | * Plan and teach quality history lesson/s, with initial support from a mentor, that sequences learning and considers prior learning, adaptive teaching, subject specific pedagogy and assessment
 |  |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in History** |
| * COOPER, H. 2004 Exploring time and place through play : foundation stage, key stage one. London: David Fulton.
* COOPER, H 2017, History 5-11: A Guide for Teachers, Taylor & Francis Group, Milton.
* COOPER, H (ed.) 2016, Teaching History Creatively, Taylor & Francis Group, London.
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* DOULL, K., Russell, C. and Hales, A. (2019) Mastering primary history.
* HOODLESS, P 2008, Teaching History in Primary Schools, SAGE Publications, London.
* HOWORTH, M. (2015) Teaching primary history : everything a non-specialist needs to teach primary history.
* OFSTED, 2021. Research review series: History.
* PERCIVAL, J.,2020. Understanding & teaching primary history.
* PICKFORD, T., GARNER, W. and JACKSON, E., 2013. Primary humanities : learning through enquiry.
* RUSSELL, C.2016 Essential primary history. London: Open University Press.
* SMITH, C., GUILLAIN, A. and NOONAN, N. (2016) History through stories: teaching primary history with storytelling.
* TURNER-BISSET, R 2005, Creative Teaching: History in the Primary Classroom: History in the Primary Classroom, Taylor & Francis Group, London
* WEBSTER, M and MISRA, S., 2015. Teaching the Primary Foundation Subjects
 |
| **Phase 3** |
| **University Based Learning** | **School/Practical Based Learning** |
| **Learn That** | **Learn How** | **Learn That** | **Learn How** |
| **Component Knowledge** | * The EYFS is holistic in nature and it is mainly through the UtW:P&P where early historical concepts, skills and knowledge are built and established and this is carefully sequenced and progresses to the NC PoS

**LT 3.1, LT 3.3** | * To develop early historical concepts, knowledge, and skills through UtW:P&P and using children’s personal experiences as a starting point

**LH 3.1, LH 3.3, LH 3.4** |  | * To plan and teach UtW:P&P as a specific area of the curriculum through adult-led activities and through continuous provision

**LH 3.3** | **Intent** |
| * Identifying prior learning of early historical knowledge, skills and concepts focusing on a sense of place through UtW:P&P and non-statutory documents such as Development Matters and Birth to Five Matters support this sequence and progression

**LT 2.2, LT 2.6, LT 3.7, LT 4.6** | * To identify key early historical substantive knowledge (the world around them) and disciplinary knowledge (guiding curiosity and experience through concepts of place, space, environment, and scale through play) and skills are carefully sequenced to build on prior learning

**LH 2.4, LH 3.1, LH 3.6** | * Non-statutory documents such as Development Matters and Birth to Five Matters support identification of prior-learning and progression alongside observation and adult-led activities

**LT 2.2, LT 2.6, LT 3.7, LT 4.6** | * To confidently plan for children’s UtW:P&P early historical learning through adult-led activities, continuous provisionusing a range of starting points, e.g. children’s interests, stories and themes

**LH 3.1, LH 3.2. LH 3.3, LH 3.54. LH 3.5, LH 4.1, LH 4.2, LH 5.15** |
| * The ELGs for UtW:P&P identify the expected level of development for children by the end of Reception and these judgements are supported by assessments

**LT 3.1, LT 3.3, LT 6.1** |  | * Children will be assessed against the UtW:P&P ELGs as a summative form of assessment and observation and adult-led activities will support this summative judgement

**LT 6.1, LT 6.3, LT 6.4** | * With mentor support, make summative assessment judgements using any available assessment and exemplification material

**LH 6.2, LH 6.3** |
| * The importance of developing an enabling environment supporting the CoEL by providing high quality UtW:P&P opportunities for children to develop early historical concepts and where misconceptions can be addressed

**LT 2.6, LT 3.4** |  | * When developing and creating an enabling environment to develop children’s knowledge, skills and understanding in UtW:P&P, observation supports identification of misconceptions that can be addressed

**LT 2.6, LT 3.4** | * To plan for and develop an enabling environment that supports the CoEL by providing high quality UtW:P&P opportunities for children to develop early historical concepts and where misconceptions can be addressed

**LH 2.5, LH 2.6, LH 3.7, LH 6.4** |
| * Secure subject, pedagogical and curriculum knowledge in history is essential to teach EYFS UtW:P&P

**LT 2.1, LT 3.2, LT 4.1** | * Single lessons and series of lessons in EYFS UtW:P&P are clearly sequenced to break down learning into components in order to support children’s progress such as involving prior learning, anticipating misconceptions, repeated practice and retrieval

 **LH 2.1, LH 2.3, LH 2.4, LH 2.5, LH 3.4, LH 4.1** | * Teachers utilise strong subject, curriculum and pedagogical knowledge to plan EYFS UtW:P&P lessons by breaking key learning down into small steps, checking prior learning, anticipating misconceptions, developing schemata alongside avoiding overloading working memory, repeated practice and developing recall and retrieval

**LT 2.1, LT 2.2, LT 2.4, LT 2.7, LT 2.8, LT 3.1, LT 3.2, LT 3.3, LT 4.2** | * To sequence components of essential concepts, knowledge and skills across a lesson and/or series of lessons in EYFS UtW:P&P that will support children to make progress and reach their composite outcomes by breaking key learning down into small steps, checking prior learning, anticipating misconceptions, developing schemata alongside avoiding overloading working memory, repeated practice and developing recall and retrieval

**LH 2.1, LH 2.3, LH 2.4, LH 2.5, LH 3.1, LH 3.4, LH 4.1** |
| * Planning and teaching in UtW:P&P is progressive and needs to be adapted to meet the needs of all learners such as providing targeted support e.g., for children with special educational needs or disabilities (SEND) and English as an additional language (EAL) with teacher and TA support

**LT 5.3, LT 5.7** | * Story is often used as a stimulus for adult-led activities and continuous provision for UtW:P&P and consider how it is progressive can be adapted to meet the needs of all learners

**LH 2.4, LH 5.1, LH 5.2** | * Their planning and teaching of UtW:P&P needs to be progressive and adapted to the specific learners within their school-based placement (by discussing the cohort’s needs) appropriate to their developmental stages to ensure their individual progress

**LT 4.2, LT 5.2, LT 5.3** | * To plan for progression in early history skills through thoughtful development of the environment including high quality resources and adapt adult-led activities to be inclusive for all learners appropriate to their developmental stages including using thoughtful interventions where appropriate with teacher or TA support

**LH 2.4, LH 5.2, LH 5.5** |
| * Effective questioning is essential to check prior knowledge, assess and scaffold learning for early historical concepts in UtW:P&P

**LT 4.6, LT 5.1, LT 6.1** | * Effective questioning supports identifying prior-learning and scaffolding children’s knowledge and understanding to support historical exploration of the environment

**LH 5.12, LH 6.6, LH 4.15** | * A teacher’s use of questioning can ascertain prior knowledge, further learning and assess children’s knowledge and understanding in UtW:P&P

**LT 4.6, LT 5.1, LT 6.1** | * With initial mentor support, use effective questioning to ascertain prior knowledge, further learning and support assessment UtW:P&P

**LT 4.6, LT 5.1, LT 6.1** |
| * High-quality classroom talk is essential support children to articulate key ideas, consolidate understanding and extend their vocabulary of the past and present and to compare similarities and differences

 **LT 3.10, LT 4.7** | * To provide rich contexts to enrich and widen children’s historical and non-historical vocabulary to develop their sense of time and chronology

**LH 3.21, LH 4.13, LH 4.15** | * Planning for talk in EYFS UtW:P&P fosters development in historical vocabulary

**LT 4.7** | * Plan and teach EYFS UtW:P&P lesson/s that promote talk to develop historical vocabulary

**LH 3.21, LH 4.13, LH 4.15** |
|  | * Research and evidence-based practice is essential to inform high-quality teaching and learning

**LT 8.2** | * Use research and evidence-based practice to make informed decisions for planning, teaching and learning of early history in UtW:P&P such as the use of learning theories and the OFSTED Research Review Series: History (2021)

**LH 5.5, LH 8.1** |  |  |  |
|  | * LOtC visits and experiences such as trips to museums and local places of historical interest as well as inviting family members/members of the local community in to talk about the past enriches children’s cultural capital

**LT 1.1, LT 2.1, LT 4.1, LT 8.3, LT 8.4** | * Utilising LOtC opportunities supports cultural capital through the development of key historical concepts, knowledge and skills

**LH 3.4, LH 4.12, LH 8.9** |  |  |  |
|  | * A teacher’s own tacit, substantive and disciplinary knowledge for early history continues to develop as they gain experience and this should continuously be engaged with for example by setting their own targets based on their own development needs

**LT 8.1, LT 8.3, LT 8.7** | * Identify targets for their own professional development within early history, with awareness of potential CPD provision

**LH 8.5, LH 8.6, LH 8.7** |  |  |  |
| **Assessment** | **Assessment** | **Assessment** | **Impact** |
| Formative assessment approaches:* Subject audit
* Tutor questioning
* Peer discussions and focused tasks
* Recall quizzes
* Reflecting in their electronic portfolio

Summative approaches: * EYE 3001 PPD - assignment critically analysing learning in the outdoor environment and presenting a personal position statement and action plan
* EYE 3001/2 Curriculum - Portfolio tasks

a) a reflective diary b) an academic poster which will demonstrate learning across all seven areas of the EYFS curriculum and how this learning will positively impact provision for young children* Professional viva
 | Assessed throughout Professional Practice 3: Consolidation* Weekly Development Summary – assessing progress on a weekly basis focusing on key strands of the EHU curriculum which includes discussion focus tasks
* Lesson observations – subject specific feedback
* Progress report
* Reflections in blue book
 |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | *By the end of this phase trainees will* ***be able to:*** |
| * The importance of ensuring strong subject knowledge in history to impact on children’s learning and develop high-quality teaching
* Make informed decisions about EYFS UtW:P&P planning, teaching and assessing learning for the phase in which they are teaching based on the appropriate level of subject knowledge
 | * How to develop the environment in different areas of continuous provision (indoors and outdoors) to provide opportunities for historical development drawing on appropriate resources
* How to plan and teach for effective learning in UtW:P&P to develop a sense of time and chronology by carefully sequencing learning to best facilitate transferal to long term memory
* How to adapt teaching and plan for the needs of the learners within their school-based placement
 | * Use subject and curriculum knowledge to plan and teach UtW:P&P lesson/s which use early historical specific pedagogies and early historical enquiry skills to facilitate progress that draws on children’s prior learning, addresses misconceptions, sequences learning and integrates formative assessment
* Take a holistic approach to planning for UtW:P&P learning in an enabling environment, where history works in conjunction with other areas of learning to support historical development
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| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in History** |
| * CLARKE, D., 2020 Developing chronological understanding and language in the EYFS. Primary History’,
* COOPER, H. (2004) Exploring time and place through play : foundation stage, key stage one. London: David Fulton.
* COOPER, H (ed.) 2016, Teaching History Creatively, Taylor & Francis Group, London.
* DFE., 2021. Development Matters
* DFE., 2021. Early Years Foundation Stage Statutory Framework
* EARLY EDUCATION., 2021. Birth to Five Matters
* HOODLESS, P 2008, Teaching History in Primary Schools, SAGE Publications, London.
* OFSTED, 2021. Research review series: History.
* RUSSELL, C. (2016) Essential primary history. London: Open University Press.
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