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

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

**Postgraduate 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 Based Learning – Introductory** | | | |
|  | **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 audit * Tutor questioning * Peer discussions and focused tasks – plan for adult-led learning and provision using a story * Subject Progress reviews - PebblePad portfolio reflections | | | 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 including child observation | | | | **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 | |
| **Research** | **KEY RESEARCH****That trainees will know that informs teaching and learning in Science** | | | | | | | |
| * 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. | | | | | | | |
| **Phase 2** | | | | | | | | |
| **University Based Learning** | | | | | | | | |
|  | **Learn That** | | | **Learn How** | | | |  |
| **Component Knowledge** | * 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** | | | | **Intent** |
| * 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** | | | |
| * 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** | | | |
| * 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** | | | |
| * 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** | | | |
| * 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** | | | |
| * 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** | | | |
| * 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** | | | |
| * Strategies for adaptive teaching in history include questioning, targeted support, flexible groupings and deployment of TAs   **LT 5.1, LT 5.3, LT 5.4, LT 5.5, LT 5.7, LT 8.5** | | |  | | | |
| * Formative assessment in history provides information about children’s knowledge and skills during the lesson   **LT 6.1** | | | * Formative assessment informs teaching and learning and strategies include prior-learning, questioning and identifying misconceptions   **LH 6.1, LH 6.5** | | | |
| **Phase 2** | | | | | | | | |
| **School based learning - Developmental** | | | | | | | | |
|  | **Learn That** | | | **Learn How** | | | |  |
|  | * A school’s EYFS UtW:P&P/NC history curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn within a coherent wider vision for successful learning   **LT 3.1** | | | * The school’s curriculum will include different historical content but key concepts and historical enquiry remain central and consistent   **LH 3.3** | | | |  |
| * Schools have high-quality medium-term EYFS UtW:P&P/NC history plans that breaks down learning 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** | | | |
| * 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 that history curriculum reflects diversity and equality   **LT 1.2, LT 1.6** | | |  | | | |
| * A secure level of subject knowledge is needed for the EYFS UtW:P&P/NC history lesson/activity/provision being planned for and taught to impact on children’s learning   **LT 3.2** | | | * To plan EYFS UtW:P&P/NC history lesson/s/activities/provision using their developed subject knowledge reflecting the purpose, aims and programme of study **OR** observe lessons focused on the subject knowledge of the teacher   **LH 3.1** | | | |
| * Children develop historical understanding and skills by engaging effectively in enquiry-based learning   **LT 3.6** | | | * To plan UtW:P&P/NC history lesson/s/activities/provision that encourage historical thinking and use enquiry approaches to enhance children’s disciplinary knowledge **OR** observe a UtW:P&P/NC history lesson/activity being taught with a focus on historical enquiry   **LH 3.1** | | | |
| * Teachers plan EYFS UtW:P&P/NC history 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 EYFS UtW:P&P/NC history learning beginning with prior learning that will support children to make progress and reach their composite outcomes across a lesson **OR** observe a EYFS UtW:P&P/NC history lesson/activity being taught with a focus on how the teacher sequences learning and chunks content to avoid cognitive overload   **LH 2.4, LH 4.1** | | | |
| * Retrieval practice for key historical concepts is vital to ensure that children know more and remember more in key aspects   **LT 2.7, LT 2.8, LT 2.9, LT 2.11** | | | * To encourage historical thinking and use enquiry approaches in their planning and teaching of EYFS UtW:P&P/NC history lessons to enhance children’s disciplinary knowledge   **LH 3.1** | | | |
| * 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** | | | |
| * 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 EYFS UtW:P&P/NC history lesson/s/activities/provision that are reflective of adaptive teaching practice to impact on children’s progress **OR** observe lesson/s/activities/provision that demonstrate adaptive and inclusive practice   **LH 5.1, LH 5.2, LH 5.12** | | | |
| * Questioning, modelling and scaffolding are essential to support recall and retrieval in order for children to make progress in EYFS UtW:P&P/NC history   **LT 4.2, LT 4.3, LT 4.4, LT 4.6** | | | * With initial mentor support, to plan for EYFS UtW:P&P/NC history using effective questioning, modelling and scaffolding to aid learning and progress **OR** observe how teachers use adaptive teaching, effective questioning, modelling and scaffolding aiding learning and progress   **LH 3.1, LH 3.4, LH 4.6** | | | |
| * Teachers use a variety of efficient formative assessment strategies to assess learning in EYFS UtW:P&P/NC history   **LT 6.1, LT 6.3, LT 6.4, LT 6.5, LT 6.7** | | | * With initial mentor support, to plan and teach EYFSUtW:P&P/NC history lesson/s/activities/provision that uses formative assessment effectively include prior-learning, questioning and identifying misconceptions 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** | | | |
| **Assessment** | **Assessment: University Based Learning** | | | **Assessment: School Based Learning** | | | | **Impact** |
| Formative assessment approaches:   * Subject audit * Tutor questioning * Peer discussions and focused tasks * Recall quizzes * Subject Progress reviews - PebblePad portfolio reflections | | | 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 EYFS UtW:P&P/NC history * 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 EYFS UtW:P&P/NC 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 EYFS UtW:P&P/NC history lesson/s, with initial support from a mentor, that sequences learning and considers prior learning, adapting teaching, subject specific pedagogy and assessment | |  |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Science** | | | | | | | |
| * 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 2017, History 5-11: A Guide for Teachers, Taylor & Francis Group, Milton. * COOPER, H (ed.) 2016, Teaching History Creatively, Taylor & Francis Group, London. * DFE., 2013. National Curriculum * DFE., 2021. Development Matters * DFE., 2021. Early Years Foundation Stage Statutory Framework * DOULL, K., Russell, C. and Hales, A. (2019) Mastering primary history. * EARLY EDUCATION., 2021. Birth to Five Matters * 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** | | | | | | | | |
|  | **Learn That** | | | **Learn How** | | | |  |
| **Component Knowledge** | * Secure subject, pedagogical and curriculum knowledge is essential to teach EYFS UtW:P&P/NC history   **LT 3.2** | | | * To deepen subject knowledge using key research and resources and take ownership of this process   **LH 8.2** | | | | **Intent** |
| * 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 EYFS UtW:P&P/NC history such as the use of learning theories and the OFSTED Research Review Series: History (2021)   **LH 5.5, LH 8.1** | | | |
| * When planning for learning in EYFS UtW:P&P/NC history, clear sequencing of components is needed to facilitate progress towards a composite outcome within a lesson and sequence of lessons   **LT 2.1, LT 2.2, LT 2.4, LT 3.1, LT 4.2** | | | * Single lessons and sequences of lessons in EYFS UtW:P&P/NC 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   **LH 2.4, LH 4.1** | | | |
| * The importance of developing an enabling environment supporting the CoEL by providing high quality UtW:PC&C opportunities for children to develop early historical concepts and where misconceptions can be addressed   **LT 2.6, LT 3.4** | | |  | | | |
| * Well sequenced EYFS UtW:P&P/NC 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** | | |  | | | |
| * Ways of adapting teaching in EYFS UtW:P&P/NC 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 EYFS UtW:P&P/NC 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** | | | |
| * There are different ways to group the children to supportive behaviour managements and adaptive teaching to develop shared values for learning (inside and outside the classroom) supporting practical experiences such as examining sources and role play as well as trips/visits/visitors enabling all children to succeed   **LT 1.1, LT 1.4, LT 5.5, LT 7.1. LT 7.2, LT 7.1,LT 7.4** | | | * To make good use of the classroom and groups of children to promote positive behaviour and classroom management during practical experiences such as examining sources and role play and trips/visits and support children’s individual learning needs and promote independence   **LH 2.9, LH 5.1, LH 5.2, LH 5.5, LH 5.7, LH 7.2, LH 7.3,LH 7.9** | | | |
| * Different pedagogical approaches are needed for effective EYFS UtW:P&P/NC 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** | | | |
| * Formative assessment in EYFS UtW:P&P/NC 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** | | | |
| * Progression frameworks in EYFS UtW:P&P/NC history can be used to aid summative assessment of children’s progress     **LT 6.1, LT 6.3, LT 6.4** | | |  | | | |
| * 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** | | | |
| * 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** | | | |
| * Seek out CPD opportunities using their knowledge of history by using specific providers such as Historical Association   **LT 8.1** | | | * Effective professional development in geography can be continued over time   **LH 8.1** | | | |
| **Phase 3** | | | | | | | | |
| **School Based Learning - Consolidation** | | | | | | | | |
|  | **Learn That** | | | **Learn How** | | | |  |
|  | * Teachers utilise strong subject, curriculum and pedagogical knowledge to plan EYFS UtW:P&P/NC history 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/NC history 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 **OR** observe a geography lesson being taught with a focus on the key elements above   **LH 2.1, LH 2.3, LH 2.4, LH 2.5, LH 3.1, LH 3.4, LH 4.1** | | | |  |
| * Supporting children to learn in EYFS UtW:P&P/NC history through first hand practical activity and by questioning, modelling and scaffolding are essential to support recall and retrieval   **LT 4. 2, LT 4.3, LT 4.4, LT 4.6** | | | * Use practical methods, processes and skills to teach EYFS UtW:P&P/NC history using effective questioning, modelling and scaffolding aiding learning and progress   **LH 3.1, LH 3.4, LH 4.6** | | | |
| * Teachers plan for adaptive teaching such as deployment of TAs and also adapt during their EYFS UtW:P&P/NC history 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** | | | * To plan and teach EYFS UtW:P&P/NC 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** | | | |
| * Effective behaviour management and class grouping impacts on learning and progress   **LT 1.4, LT 5.5, LT 7.1. LT 7.2, LT 7.4** | | | * To plan and teach effective lessons by considering appropriate behaviour management strategies and class groupings to organise practical lessons   **LH 2.9, LH 5.1, LH 5.2, LH 5.5, LH 5.7, LH7.2, LH 7.9** | | | |
| * Planning for talk in EYFS UtW:P&P/NC history fosters development in historical vocabulary   **LT 4.7** | | | * Plan and teach EYFS UtW:P&P/NC history lesson/s that promote talk to develop historical vocabulary   **LH 4.1,** **LT 4.7** | | | |
| * Teachers use a variety of efficient formative assessment strategies to assess learning in EYFS UtW:PC&/NC geography   **LT 6.1, LT 6.3, LT 6.4, LT 6.5, LT 6.7** | | | * To plan and teach EYFS UtW:PC&/NC geography lesson/s that uses formative assessment effectively to inform future lessons   **LH 6.1, LH 6.4, LH 6.5, LH 6.6, LH 6.7, LH 6.8, LH 6.10** | | | |
| **Assessment** | **Assessment: University Based Learning** | | | **Assessment: School Based Learning** | | | | **Impact** |
| Formative assessment approaches:   * Full subject knowledge audit * Tutor questioning * Peer discussions and focused tasks * Subject Progress reviews - PebblePad portfolio reflections * 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 reports * Reflections in blue book including child observation | | | |
| **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:*** | |
| * Make informed decisions about planning, teaching and assessing learning for the phase in which they are teaching based on the appropriate level of subject knowledge * How to plan for the needs of the learners within their school-based placement | | * How to use a school’s medium-term sequenced plans and schemes of work as a starting point to sequence learning * How to plan and teach for effective learning in EYFS UtW:P&P/NC history by carefully sequencing learning to best facilitate transferal to long term memory | | | * Use subject and curriculum knowledge to plan and teach UtW:P&P/NC history 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, adapts teaching and integrates formative assessment | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Science** | | | | | | | |
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