# **Primary Initial Teacher Education: Curriculum Plan**

# **Subject - How Children Learn - Undergraduate Programmes**

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

**Curriculum Vision:**

Through our programmes, it is our intention that key aspects of child development and learning theory are embedded within all areas of the curriculum and woven throughout the courses as good practice principles for teaching and learning. Trainees will recognise the importance of children’s early experiences in providing a framework of existing knowledge on which to add new learning. It is our intention that students will link this to research about cultural capital and recognise that not all children have had rich early experiences. Trainees will also be aware of the important role of memory in facilitating learning and how memory overload can act as a barrier to learning. It is our intention that trainees will understand the importance of creating engaging and enabling environments for children to learn to acknowledge that children need space to talk, practice and reflect to embed learning

| **Phase 1** |
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| **University Based Learning** | **School/Practical Based Learning** |
| **Learn That** | **Learn How** | **Learn That** | **Learn How** |
| **Component Knowledge** | The interconnectedness of learning and development. LT2.1, LT2.2 | To reflect on themselves as learners LT8.2, LHT8.6 | Children learn well in enabling environments with teaching and support from adults who understand their needs Lt1.5 | To recognise that play is a process that promotes learning and development and that learning can be recognised in both free play and play structured and guided by adults. | **Intent** |
| The distinction between extrinsic and intrinsic motivation. LT1.1, LT1.2 | To begin to consider the role of the teacher in promoting effective learning.LT1,1, LT1, 2 , LT1.3 | Recognise the role of continuous provision within the Early YearsLH1.3 |  |
| **Assessment** | **Assessment** | **Assessment** |  |
|  | *Assessment:**Child profile with a focus on:*Assimilation and accommodation – How does the teacher plan for this?Retrieval – how well does the pupil recall information?Scaffolding – what scaffolding has the teacher provided to support the child’s engagement and understanding of the subject matter? | 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:*** |
| interconnectedness of learning and development  | critical consideration of learning theories  | consider the role of the teacher in promoting effective learning.  |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Art and Design** |
| KEENAN, T., EVANS, S., and CROWLEY, K., 2016. An introduction to child development. 3rd edition. Los Angeles: SAGE. MACBLAIN, S., 2014. How children learn [online]. 1. ed. Los Angeles: Sage. Available from: <https://ebookcentral.proquest.com/lib/edgehill/detail.action?docID=4067583>.NUTBROWN, C., 2011. Threads of thinking: schemas and young children’s learning. 4th ed. London: SAGE. SWELLER, J., 2016. Working Memory, Long-term Memory, and Instructional Design. Journal of Applied Research in Memory and Cognition. 5 (4), pp. 360–367. |

| **Phase 2** |
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| **University Based Learning** | **School/Practical Based Learning** |
| **Learn That** | **Learn How** | **Learn That** | **Learn How** |
| **Component Knowledge** | An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory. LT2.4 | Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.LT2.4, LT2.5 | Begin to identify key approaches to metacognition that could be used in the primary classroom.LT2.6 , LT2.7, LT2,8 | Recognise how to consider pupil’s prior knowledge when planning how much new information to introduce.LT2,2, | Intent |
| The use of structured planning templates, teacher modelling, worked examples, and breaking down activities into steps can help to reduce cognitive overload LT2.2 ,LT2.9 | The metacognitive regulation cycle LT4.5 | Understand how to reduce the complexity of tasks so that focus is on the content of what is being taughtLT2.6, LT2.7, LT2,8 | Recognise how to structure and sequence lessons so that pupils secure foundational knowledge before encountering more complex content.LT2,7, LT2.8, LT2,9 |
| With guidance, how metacognitive strategies could be taught.L2.3 | Break down complex tasks into smaller steps |  |  |
| The differences between self-regulation and metacognition.LT2.6 , LT2.7, LT2,8 | The benefits of metacognitive practices.LT2.6, LT2,7, LT2,8 |  |  |
| **Assessment** | **Assessment** | **Assessment** | Impact |
|  | Child profile:Scaffolding - what scaffolding has the teacher provided to support the child’s engagement and understanding of the subject matter?Fading – how has the teacher gradually withdrawn support to encourage the child to work and think more independently.Working memory – what strategies do they observe to support working memory. |
| **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 benefits of metacognitive practices. | How pupils learn | Begin to identify key approaches to metacognition that could be used in the primary classroom. |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Art and Design** |
| Anon., n.d. Metacognition and Self-regulation Review | Education Endowment Foundation | EEF [online]. [online]. Available from: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/meta cognition-and-self-regulation. BOYD, P., HYMER, B., and LOCKNEY, K., 2015. Learning teaching: becoming an inspirational teacher [online]. Northwich, United Kingdom: Critical Publishing. Available from: https://ebookcentral.proquest.com/lib/edgehill/detail.action?docID=4067583.GLAZZARD, J. and STONES, S., 2021. Evidence based primary teaching. Los Angeles: Learning Matters. HOWARD-JONES, P.A., 2014. Neuroscience and education: myths and messages. Nature Reviews Neuroscience [online]. 15 (12), pp. 817–824. Available from: https://go-gale-com.edgehill.idm.oclc.org/ps/retrieve.do?tabID=T002&resultListType= RESULT\_LIST&searchResultsType=SingleTab&hitCount=1&searchType=Ad vancedSearchForm&currentPosition=1&docId=GALE%7CA393517065&doc Type=Report&sort=RELEVANCE&contentSegment=ZONE-MOD1&prodId=A ONE&pageNum=1&contentSet=GALE%7CA393517065&searchId=R1& ;userGroupName=edge&inPS=true. |

| **Phase 3** |
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| **University Based Learning** | **School/Practical Based Learning** |
| **Learn That** | **Learn How** | **Learn That** | **Learn How** |
| **Component Knowledge** | That explicitly teaching pupils metacognitive strategies linked to subject knowledge supports independence and academic success.LT2.6, LT2,7, LT2,8 | The role of retrieval practice in long term retentionLT2.2 | Use a range of types of questions effectively to encourage recall and reflectionLT4.6 | Plan lessons to enable critical thinking and problem solving to take placeLT,6 | Intent |
| That effective questioning is an essential tool in enabling teachers to promote metacognition, retrieval and recall. LT4.6 | How to effectively facilitate effective and purposeful talk for learning LT4.7 |  | Use paired and group work effectively to promote purposeful talk for learning  |
| That talk plays an important role in metacognition and learning LT4.6. LT4.7 |  |  |  |
| **Assessment** | **Assessment** | **Assessment** | Impact |
|  | Child profile: |
| **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:*** |
| How to plan lessons effectively to maximise learning and reduce cognitive overload | The impact of targeted questioning on pupils’ retrieval and recall  | Use key approaches to metacognition in the primary classroom |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Art and Design** |
| Anon., n.d. Birth To 5 Matters – Guidance by the sector, for the sector [online]. [online]. Available from: <https://www.birthto5matters.org.uk/>.Anon., n.d. Metacognition and Self-regulation Review | Education Endowment Foundation | EEF [online]. [online]. Available from: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/meta cognition-and-self-regulation. BOYD, P., HYMER, B., and LOCKNEY, K., 2015. Learning teaching: becoming an inspirational teacher [online]. Northwich, United Kingdom: Critical Publishing. Available from: https://ebookcentral.proquest.com/lib/edgehill/detail.action?docID=4067583.GLAZZARD, J. and STONES, S., 2021. Evidence based primary teaching. Los Angeles: Learning Matters. HOWARD-JONES, P.A., 2014. Neuroscience and education: myths and messages. Nature Reviews Neuroscience [online]. 15 (12), pp. 817–824. Available from: https://go-gale-com.edgehill.idm.oclc.org/ps/retrieve.do?tabID=T002&resultListType= RESULT\_LIST&searchResultsType=SingleTab&hitCount=1&searchType=Ad vancedSearchForm&currentPosition=1&docId=GALE%7CA393517065&doc Type=Report&sort=RELEVANCE&contentSegment=ZONE-MOD1&prodId=A ONE&pageNum=1&contentSet=GALE%7CA393517065&searchId=R1& ;userGroupName=edge&inPS=true. |