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

# **Learning Outside the Classroom- Undergraduate Programmes**

# **Links to Learning**

**Curriculum Vision:**

Learning Outside the Classroom (LOTC) curriculum at Edge Hill University aims to ensure our trainees recognise the power and value that this approach has for children’s learning. We define Learning Outside the Classroom as “the use of places other than classrooms for teaching and learning” as identified in the DFE (2005:4) and it includes the use of visitors from the community and different organisations. Trainees are encouraged to recognise the significant part they play in developing an ethos of rich authentic, real-world experiences that are essential to the delivery of an effective curriculum a which are recalled and remembered by children. They understand how LOTC can support the holistic development of every child. We recognise the importance of equipping trainee teachers at the beginning of their careers with the confidence, knowledge, skills, concepts, and attitudes to be able to,

* Plan, teach and assess in a range of places and settings, recognising the transferability of their own teaching

and learning capital

* To identify learning opportunities offered by different settings and places including the school grounds, local community, learning in a natural environment (LINE), cultural. Historic, spiritual, and environmental settings, residential and visitor attractions.
* To have a good understanding of the impact that LOTC can have on a child’s personal, social, cultural, emotional, physical, spiritual and cognitive development.
* To have a developing understanding of current research and theory in LOTC and how it informs practice, recognising different pedagogic approaches and their intended impact on learning
* To recognise the role of LOTC in promoting children’s cultural capital.
* To understand the impact of LOTC on children’s wellbeing and how to plan for it
* To appreciate how LOTC can promote positive pro environmental attitudes and values that support ecological justice, stewardship and prepare students to be able to support teaching for climate change within their classrooms and schools.
* A recognition of how LOTC supports active citizenship and an understanding and appreciation of wider societal issues linked
* to social justice, ecological justice, and Fundamental British Values

| **Phase 1** | | | | | | | | | | |
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| **University Based Learning** | | | | **Practical Based Learning** | | | | | | |
| **Learn That** | | **Learn How** | | **Learn That** | | | | **Learn How** | | |
| **Component Knowledge** | LOTC is defined as teaching and learning in places other than classrooms, and this involves learning in a wide array of places and includes the use of visitors and community organisations to the school  **LT 3.2** | Begin to identify some opportunities to use LOTC experiences to support learning in individual National Curriculum  subjects  LH 3.3 3.4 | | Schools use LOTC to support children’s curriculum learning and holistic development and this is identified through the school policies and curriculum maps  LT 3.1 | | | To identify the different ways that schools use LOTC e.g., within curriculum subjects, through Forest school Beach School, school visits etc  LH3.3 | |  |
| LOTC is an approach to learning that consists of multiple pedagogies connected to;   * individual subject disciplines, (e.g. fieldwork, enquiry etc) * holistic development (e.g. personal, social, cultural, emotional development) * nature, ecological justice and sustainability, * outdoor learning and adventure * wellbeing and physical health   LT3.2 | Teachers have a positive impact upon developing their pupils’ values, attitudes, and behaviours. Their ability to articulate and embed those values identified in research will effectively support children’s learning e.g.   * developing schema, * impact on long term memory, regulating their behaviour, * supporting wellbeing, * developing pro environmental behaviours, * supporting good citizenship and environmental stewardship, * developing children’s cultural capital   LT 1.2 2.2 3.7 4.1  LH 3.1 3.4 5.5 | | How schools Integrate LOTC into their curriculum across EYFS, KS1 and 2  LT3.1 | | | To use observation, reflection, and discussion to identify how LOTC is used to support curriculum lessons  LH3.1 3.3 | | Intent |
| Learning In a natural environment involves learning in places that contain non-human life including both domesticated and wild animals. Natural environments are all around us including urban and rural areas.  LT3.2 | Collectively shape a learning Experience to support children’s Connection to Nature using nature pedagogy (e.g. an approach from a Connection to Nature Framework and using expert resources as support.  LH3.4 3.6 | | Schools use their grounds, local area, natural environment, and school visits to support children’s learning  LT3,1 | | | Discuss, observe and reflect upon ways that schools support children’s connection to the natural world  LH3.4 3.6 5.14 | |
| Begin to be aware of the research findings around the benefits of LOTC for children’s learning and how it supports long term memory, cognition (assimilation and accommodation of schema), and increases motivation  LT 2.4 2.5 3.2 | Begin to consider potential benefits and hazards of using the  outdoors and how they might be mediated | | Schools use LOTC opportunities to provide experiences to children that they may not have access to at home  LT 1.6 | | | Plan, support or contribute to lessons that use LOTC. Reflect upon the value that the LOTC has brought to the learning and why e.g., motivation, supporting schema (assimilation and accommodation), long term memory etc. Share these reflections with School Mentors and Class Teachers  LH 3.3 3.4 | |
| How connection to nature and experiences in the natural environments can support children’s  wellbeing LT 1.1, 1.2 | To articulate some of the approaches from research (Green and blue health) that support children’s wellbeing | | How schools support children’s wellbeing and how they might use nature pedagogy to support this | | | Discuss approaches used to support children’s wellbeing and the potential role that contact with nature has in supporting positive wellbeing LH 8.8 | |
| To begin to understand some of the key principles and values related to Forest School/Beach School and the role of nature pedagogy | Identify approaches some approaches within Forest School/Beach School that supports nature connection and holistic development of children (PSED) | | How schools use Forest School/Beach School to support their curriculum and children’s PSED | | | To discuss, observe and support the role of Forest School/Beach School in supporting a schools subject and wider curriculum. | |
| Begin to identify how Risky Play Pedagogy can be used to support opportunities for children to  engage in healthy risk and adventure activities to support their self-confidence and ability to regulate their behaviour CCF1,1,1.6,3.2,3.5,  7.1,7.2,7.3,7.4,7.5, 7.6 | Begin to shape collectively learning experiences that provide opportunity for risk play using Sandsetter’s typology. CCF1.1,3.1,3.2 7.2 | |  | | |  | |
| **Trainees to understand the importance of**  Learning in natural environments and how the outdoors supports children’s cultural capital through enabling them to access a full range of natural landscapes, increase awareness of  employment opportunities and supports their personal, social, emotional, cultural, and cognitive development LT 1.2, 1.6, | Research consistently identifies those children from socially and economically challenged and BAME communities have less access to natural environments, participate less and that this causes disadvantage.  Know that DFE and DEFRA policy recognises the responsibility of schools to support access (DFE 2022, DEFRA 2013, 2019) | | Schools have a responsibility to address pupil disadvantage and promote cultural capital for all pupils. Pupil Premium can be used to support this aim  LT1.2 1.6 | | | Understand how schools use LOTC to promote access and opportunities to support pupil’s cultural capital using LOTC | |
| **Assessment** | **Assessment** | | | **Assessment** | | | | |  |
| *What is being assessed?*  Has secure subject knowledge of what is LOTC and the core values that it promotes for pupils learning, **LT3.2**  Recognise how and why LOTC experiences makes learning more memorable for children, develops schema and increases motivation for learning  Recognise the value that LINE have for children’s learning and supporting the DFE Strategy for Climate Change and Sustainability  Recognise that Forest School/Beach School are distinct approaches to using LINE and that they can support the curriculum and children’s PSED and connection to nature  Recognition of how LOTC supports developing substantive and practical knowledge within National Curriculum subjects | *How is it being assessed?*  Formative assessment within session  Online test  Through PED2023/24 assignment | | *What is being assessed?*  How schools integrate  LOTC across their curriculum CCF3.1, 3.4  Recognise some distinct approaches that schools may apply in using LOTC e.g., Forest School/Beach School, Place Based learning etc.  How do schools use LOTC to support children’s cultural capital? | | *How is it being assessed?*  Through Mentor discussion, classroom observation and Weekly Development Discussion | | | 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:*** | | | |
| * What is Learning Outside the Classroom * LOTC can support learning in different subjects * The key values associated with Learning in Natural Environments and the outdoors * That forest School/Beach School are distinct approaches used to support children’s connection to the natural environment and PSED. * The value that risky play and adventurous   education has for children’s development.  LOTC promotes children’s cultural capital | | * Key principles and pedagogies associated with   Learning in a Natural Environment (Connecting to  Nature, Risky Play Pedagogy etc).  .   * How the outdoors can be used to support powerful learning across the curriculum through disciplinary pedagogies (e.g. fieldwork historical enquiry, scientific enquiry, creative starting points) | | * Begin to collectively create and/or support learning experience to support connection to nature using expert resources. * Identify some ways that LOTC is used to support the teaching and learning of National Curriculum subjects | | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in LOTC** | | | | | | | | |
| **Chawla, L 2015 ‘*Benefits of Nature for Children’* Journal of Planning Literature accessed at** [**https://journals.sagepub.com/doi/abs/10.1177/0885412215595441 on 14/02/22**](https://journals.sagepub.com/doi/abs/10.1177/0885412215595441%20on%2014/02/22) **Chawla L 2020 *Childhood nature connection and constructive hope: A review of research on connecting with nature and coping with environmental loss* at**  **Cree,J. & Robbs, M. 2021 *The Essential guide to Teaching Forest School and Nature Pedagogy* Routledge Abingdon**  **DFE 2022 *Sustainability and Climate Change Strategy for Climate Change: a strategy for Education and Children Services System* accessed at** [**https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems on 9/9.22**](https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems%20on%209/9.22) **Horvath. 2015** ***Educating Young Children through Natural Water: How to use coastlines, rivers and lakes to promote learning and development* Routledge Abingdon** **Lambert, D. Roberts, M.. & Waite, S. 2020 *The National Curriculum Outdoors* Bloomsbury Publishing London**  **Learning Through Landscapes (ED) 2022 *Teaching the Primary Curriculum Outdoors* Sage London**  **Moss. S 2013 *Natural Childhood Report* accessed at** [**https://www.lotc.org.uk/wp-content/uploads/2012/04/National-Trust-natural\_childhood.pdf**](https://www.lotc.org.uk/wp-content/uploads/2012/04/National-Trust-natural_childhood.pdf) **on 9/9/22**  **Nisbet. E, et al 2020 ‘*Connectedness With Nearby Nature and Wellbeing’* in Frontiers In Sustainable Cities accessed at** [**https://www.frontiersin.org/articles/10.3389/frsc.2020.00018/full**](https://www.frontiersin.org/articles/10.3389/frsc.2020.00018/full) **on 14/02/22**  **Talbot-Landers, C.A. 2015 *Learning Outside the Classroom* in Misra.S & Webster, M (Eds) Teaching the Primary Foundation Subjects pp143-160 Open University Press Milton Keyes**  **Waite S. 2007 ‘*Memories are Made of This’ Some Reflections on Outdoor Learning and Recal*l; International Journal of Primary, Elementary and Early Years 3-13 35:4 accessed at** [**https://www.tandfonline.com/doi/abs/10.1080/03004270701602459 on 14/02.22**](https://www.tandfonline.com/doi/abs/10.1080/03004270701602459%20on%2014/02.22) | | | | | | | | |

| **Phase 2** | | | | | | | | | | |
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| **University Based Learning** | | | | **Practical Based Learning** | | | | | | |
| **Learn That** | | **Learn How** | | **Learn That** | | | | **Learn How** | | |
| **Component Knowledge** | That the participation gap in access to cultural experiences can be reduced through school-based experiences  LT1.6, LT5.2 | Design a learning experience using LOTC to support  effective learning across the curriculum, demonstrating awareness of appropriate pedagogy  LH 3.1 3.2 3.4 3.14 | | Schools use LOTC and Pupil Premium to support opportunities for children to participate a wide range of activities and reduce disadvantage  LT 1.6 | | | Pupil Premium and other funding methods can be used to support opportunities for school visits to support effective learning and the development of cultural capital.  LH3.1 3.3. 3.4 | | Intent |
| Research demonstrates that visits to cultural and informal educational settings promote a range of values to children’s learning ( e.g., develop schema, long term memory, motivation, lifelong learning, inclusion etc)  LT1.1 2.5, 3.7 | Begin to recognise and use the three-part structure to plan LOTC experiences  LH8.7 | | School plan for a range of school visits and outdoor experiences, recognising the values that they bring for learning  LT3.1 | | | Undertake professional discussions, with school staff and /or observe, supports or plan learning experiences and reflect upon the values of school visits/ outdoor learning experience for children. LH3.4, 3.12 | |
| Effective learning from school visits requires effective planning. School visits should be planned and sequenced following the three-part structure.   * pre-visit (preparing children with required knowledge/skills museum literacy etc) * the Visit (clear objectives, orientation activity effective pedagogy, partnerships, assessment * post visit (learning is brought back from visit and developed in the classroom   LT 1.1, 1.6 3.2, 3.5 4.1 | Plan an orientation activity to ensure children become comfortable, confident and understand the  setting and purpose of visit and recognise how this  supports a child’s cultural capital  LH 7.2 7.4 | | Schools have an External Visits Lead who supports and oversees planning and risk assessments for school visits. Discuss with the Lead and Mentor how their schools plan off site visits, construct risk benefit assessments and undertake assessments  LT 4.1, 4.2 6.3 7.2  . | | | To plan, support or reflect (with support of Mentor/Class Teacher) upon a school visit, recognising the key features of effective planning  LH 4.1, 4.14 | |
| Some key research findings and theories around effective pedagogy for informal learning  LT 3.1, 3.5, 3.7 4.1 4.8,.4.10 7.4 | To collectively and/or individually plan a learning experience informed by research findings to support subject teaching and consider how they might evaluate and assess outcomes of the lesson/visit for children  LH 3.1 ,3.3 | | Know that school visits and effective LOTC are integrated within curriculum MTP.  LT2.1, 2.2, 3.7 | | | Discuss and/or utilise the three-part structure to plan  LOTC experiences within a Medium-Term Plan  LH2.4 3.3, 3.4 | |
| Recognise the importance of teachers being good role models and that they need to be comfortable and confident in teaching in a range of settings outside the classroom and that this is developed through repeated exposure to a range of settings and developing partnerships  Link to PED2032 LOTC visits  LT1.1 | . | | Discuss the professional role of the teacher in planning school visits e.g. Undertaking pre visits, consider needs of the class, purpose of visit and developing relationships and partnerships with other educational professionals to make the visit  effective. LT 1.2, 3.2, 7.1, 7.2 | | | To engage were possible with the planning of school visits or other LOTC experiences or discuss the process with Mentor or Class Teacher  LH 3.3 | |
| Know some of the key barriers for teacher’s effective use of museums and informal learning settings, | Consider the barriers identified in research to effective use of LOTC and be able to begin to address them, recognising the implications for their own professional development | |  | | |  | |
| Recognise how museums, galleries and other informal learning settings can be used to support learning across the National Curriculum and wider curriculum learning  LT3,1 3.5 3.7 | Plan a cross curricular learning experience using an informal learning setting (e.g. Beach School Martin Mere, Speke Hall, Southport visit etc)  Link to PED2032  LH 3.3. 3.4 | |  | | |  | |
| To know that a risk benefit assessment is essential and understand the key mechanisms (severity of injury versus and likelihood of harm) and how to mediate the risks) is used when planning a visit. This is a legal requirement and guidance from HSE should be followed.  LT7.2 7.3 7.4 | Shape a Benefit Risk Assessment, identifying potential risks and ways to mediate against them. Understand that guidance and advice is available from HSE and Council for Learning Outside the Classroom  LH 7.2 7.3 | | To discuss with Mentor and External Visit Lead the schools process for undertaking risk benefit assessments  LT7.1 | | | Discuss with mentor and class teacher an example of a risk benefit assessment and if appropriate support the writing and implementation of one  LH 7.2 7.3 | |
| **Assessment** | **Assessment** | | | **Assessment** | | | | | Impact |
| *What is being assessed?*  Recognising how school visits and the outdoors can support the development of powerful knowledge across subjects  The three-part structure should be used to inform planning and sequencing of lessons when using LOTC  To understand the importance of orientation in effective use of LOTC  To recognise some key approached to planning learning in informal learning settings  To understand that it is the teacher’s responsibility to undertake a risk benefit assessment for all LOTC experiences, recognising how to identify benefits, potential harm, likelihood and ways to mediate to reduce risk | *How is it being assessed?*  *Through formative assessment within in PED2028 and PED2032 and during LOTC visits*  *Online Quiz*  *Formative assessment during LOTC visits and online quiz*  *Formative assessments in PED2028 and PED2032 and Online quiz*  *Online quiz* | | *What is being assessed?*  How schools integrate LOTC to develop powerful knowledge and skills across National Curriculum Subjects  How schools plan effectively for school visits, integrating the three-part structure into their planning process  Understanding the school process for undertaking risk benefit assessments and to recognise key elements required within a risk benefit assessment | | *How is it being assessed?*  *Through discussion with Mentors, weekly developmental meetings and informal discussions with Subject Leads and Class Teachers*  *Through discussions with External Visits /LOTC Lead and Mentor development meetings*  *Mentor Weekly Development Meeting and Class Teacher* | | |
| **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:*** | | | |
| Visits to informal learning settings can effectively support powerful learning across the National Curriculum subjects  A Three-part structure is used when planning school visits  School visits can support children’s cultural capital through providing the opportunity to engage in experiences that support effective learning, develops PSCE development and life-long learning  It is a teachers’ statutory duty to undertake a risk benefit assessment to ensure that all activities have been assessed effectively  Recognise their role in undertaking their own professional development through engaging with other professionals | | Key features of effective LOTC planning, drawn  from research informed practice, when using  LOTC settings.  The importance of using the three-part structure (pre-visit, visit and post visit tasks)  when planning a high-quality school visit  How effective planning can support children’s  cultural capital when using LOTC  The importance of a risk benefit assessment in keeping children safe and recognise the importance of involving them in the process to ensure they learn how to evaluate risk,  The key features of effective planning when using school visits | | Articulate the key values that visits to informal  learning settings can develop for children’s holistic learning.  Recognise opportunities to enhance and support children’s subject specific knowledge and skills across National Curriculum through using school visits or the outdoors  Recognise the three-part structure used for planning school visits  To discuss or support the writing of a risk benefit assessment,  To plan or support visits ensuring the key research informed practice is utilised (e.g., pre-visit activities, clear learning objectives, assessment, orientation etc) to support children’s effective learning when using an LOTC setting | | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in LOTC** | | | | | | | | |
| **Anderson, S.K 2017 *Bringing Life to School: Place-Based Education Across the Curriculum* Rowman $ Littlefield Publishing Lanham USA** **Griffin J & Symington. 1997 *Moving From Task Orientated to Learning Orientated Strategies on Excursions to Museums* accessed at** [**https://onlinelibrary.wiley.com/doi/abs/10.1002/(SICI)1098-237X(199711)81:6%3C763::AID-SCE11%3E3.0.CO;2-O?casa\_token=Ww6tM8MKhyEAAAAA:nJHMk55K4RVh0PYzsrZZU9QFiXaPIfjMykeTuzddGZIIxAM2mbGBzibtWmltYLBR1-wO3tFDLxao9A**](https://onlinelibrary.wiley.com/doi/abs/10.1002/(SICI)1098-237X(199711)81:6%3C763::AID-SCE11%3E3.0.CO;2-O?casa_token=Ww6tM8MKhyEAAAAA:nJHMk55K4RVh0PYzsrZZU9QFiXaPIfjMykeTuzddGZIIxAM2mbGBzibtWmltYLBR1-wO3tFDLxao9A) **on 2.2.22**  **Lambert, D. Roberts, M.. & Waite, S. 2020 *The National Curriculum Outdoors* Bloomsbury Publishing London**  **Learning Through Landscapes (ED) 2022 *Teaching the Primary Curriculum Outdoors* Sage London**  **Mathewson-Mitchell D 2007 *A Model for School Based Learning in Informal Settings* accessed at** [**https://www.academia.edu/18309427/A\_Model\_for\_School\_Based\_Learning\_in\_Informal\_Settings on 12/02.22**](https://www.academia.edu/18309427/A_Model_for_School_Based_Learning_in_Informal_Settings%20on%2012/02.22)  **McRainey, L.D. & Russick, J. 2016 *Connecting Kids to History with Museum Exhibitions* Routledge Abingdon**  **Munlay. M.E. 2012, *Early Learning in Museums A Review of Literature for* Smithsonian Institution’s Early Learning Collaborative Network and Smithsonian Early Enrichment Center (SEEC)** accessed at <https://www.si.edu/Content/SEEC/docs/mem%20literature%20review%20early%20learning%20in%20museums%20final%204%2012%202012.pdf>  **Renaissance North West 2008 *Write On: How to use Museums and Galleries to raise childrens’ literacy* accessed at** [**https://museumdevelopmentnorthwest.files.wordpress.com/2012/06/write-on-literacy-booklet.pdf**](https://museumdevelopmentnorthwest.files.wordpress.com/2012/06/write-on-literacy-booklet.pdf) **on 2/2/2022**  **Riding, D Talbot-Landers, C.A. et al 2019 *Developing Place based Pedagogies to Challenge Institutional Authori*ty International Journal for Art and Design 38:4 pp927-942 accessed at** [**https://onlinelibrary.wiley.com/doi/10.1111/jade.12282 on 14/02/22**](https://onlinelibrary.wiley.com/doi/10.1111/jade.12282%20on%2014/02/22)  **Talboys, G.C. 2010 *Using Museums as a Learning Resource:: An Introductory handbook for Students and Teachers*. Routledge Abingdon**  **Terenni L 2017 *Young Children’s learning in Museums: A Review of New Zealand and International Literature* accessed at** [**https://www.tandfonline.com/doi/abs/10.1080/1350293X.2015.1104049**](https://www.tandfonline.com/doi/abs/10.1080/1350293X.2015.1104049) **on 14/02.22**  **Whitaker S 2016 *Hurdles to the Participation if Children, Young People and Families in Museu*ms Arts Council London accessed at** [**https://kidsinmuseums.org.uk/wp-content/uploads/2018/12/Hurdles-to-Participation.pdf**](https://kidsinmuseums.org.uk/wp-content/uploads/2018/12/Hurdles-to-Participation.pdf) **on 14/02/22** | | | | | | | | |

| **Phase 3** | | | | | | | | | | |
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| **University Based Learning** | | | | **Practical Based Learning** | | | | | | |
| **Learn That** | | **Learn How** | | **Learn That** | | | | **Learn How** | | |
| **Component Knowledge** | .  Risk Benefit Assessments supports pupils in understanding how to;   * Stay safe * Regulate their own behaviour * Social and cultural etiquette required within different places and settings * Recognise how their behaviour impacts on others * Take responsibility for not causing harm to others including non-human life * Care for the environment   LT7.2 7.3 7.4  Key research and theories around ecological justice and how to develop children’s pro environmental behaviours and respect for the natural world in support of the DFE 2022 Strategy for Climate Change and Sustainability  LT7.6 | How to identify potential risks to human and non -human life when using LOTC and consider how to address them, through the risk benefit assessment.  Involvement of pupils in the writing of the risk benefit assessment provides opportunities for them to actively learn about the potential harm that humans can cause the natural world and empowers them to take personal responsibility and action to protect it  LH7.3 | | teachers are responsible for writing Risk Benefit Assessments for their class when undertaking out of classroom learning and must follow the schools’ procedures | | | To support, plan or discuss with their mentor/class teacher how to undertake a risk benefit assessment  LH7.2 7.3 | | Intent |
| To understand the value of involving other adults and parents, when planning and delivering LOTC activities and experiences/  LT4.11 LT 8.4 8.5 | The importance of planning for TA’s and parent helpers to ensure an effective lesson. This should involve.   * Making all parents/carers aware of the visit, purpose, details and how they might support the learning * Meeting prior to visit with TAs/Parent helpers to review the visit * Personal individual plans for each adult with tasks, questions, timetable etc   LH1.4 8.9 8.10 | | To identify how schools plan for their TA’s and parent helpers when going on a school visit or LOTC experience  LT8.4 8.5    Identify ways that LOTC activities can be adapted to support the individual needs of children and how schools do this  LT 5,1, 5.2 8.6  Understand how schools assess and measure impact of LOTC experiences on children’s curriculum knowledge and holistic development PSECD)  LT 6.3 | | | Design a learning experience using LOTC to support effective learning for a specific group of children demonstrating awareness of appropriate pedagogy and adaptations and involving TA’s and or parent helpers if appropriate  LH8.9 8,10  Address barriers identified in research to effective use of LOTC within planned lessons and be able to begin to address them with support  LH 5.2, 5.3 5.4 5.7  Reflect upon LOTC lessons designed and or observed, recognising the role of assessment and  measuring impact on children’s learning  LH6.1 6.5 | |
| To understand the key values and principles of biophilic design within the classroom environment  LT1.1 | How to Incorporate practical biophilic principles within the classroom environment to support children’s wellbeing and connection to nature | |  | | |  | |
| The different LOTC roles within schools e.g. Forest School /Beach school, Outdoor or External Visit Lead LOTC Lead | To understand the role of a LOTC Lead within school | | Teachers are responsible for providing rich extracurricular activities with are enhanced by LOTC e.g., Nature Clubs, Eco Clubs, Gardening Club etc. | | | To discuss, observe and support the planning and delivery of an afterschool or lunchtime club, utilising opportunities to support aspects of LOTC e.g., nature Club, Gardening Club, Eco Club etc | |
| How teachers develop their own professional targets and undertake CPD and read research to develop their confidence and update and extend their knowledge and skills  LT8  To know that there are professional organisations offering CPD and resources to support teachers use of LOTC e.g.   * Council for Learning Outside the Classroom, * Institute for Outdoor Learning, Forest School Association, Learning Teams within different Educational Settings and contexts   LT 8.7 | Reflect upon their own targets to develop their professional practice in using LOTC and identify how they will address these targets  LH8.3 8.4 | |  | | |  | |
| **Assessment** | **Assessment** | | | **Assessment** | | | | | Impact |
| *What is being assessed?*  Trainees understanding of the role of the risk benefit assessment in supporting children to keep themselves safe and regulate their own behaviour.  Recognising the responsibility to protect both humans and non-humans from any harmful impact of LOTC activities  Trainees know key organisations within the field of LOTC where they can gain professional support and access to quality research and resources. | *How is it being assessed?*  Online Quiz  Professional Viva | | *What is being assessed?*  Trainees can plan effective lessons using LOTC that are adapted to address the needs of all the children.  Trainees recognise the important role of the TA/Parent helpers in supporting the effective delivery of lessons using LOTC  Trainees can reflect upon their own professional targets in terms of using LOTC and ways that they can proactively address them | | *How is it being assessed?*  Professional Viva  Weekly Development Meetings | | |
| **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:*** | | | |
| Risk Benefit Assessments support enabling children to understand how to keep safe and enables them to regulate their behaviour.  Risk benefit assessments should consider the needs of protecting non-human life and the environment  Be able to plan effective lessons using LOTC that are adapted to meet the needs of all children | | *The importance of identifying potential risks that can impact on human and non-human life from a given activity and the need to address this.*  *To understand how to use the risk benefit assessment to support children in learning to take responsibility for their own safety and in regulating their own behaviour*  *To understand their professional responsibility for undertaking their own professional development* | | *Will be able to plan effective lessons using LOTC that are adapted to meet the needs of all the children.*  *To deliver risk assessments that support children to learn how to keep themselves safe and regulate their behaviour*  *Identify their own professional needs and how to address them.* | | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Art and Design** | | | | | | | | |
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