Return to Staged Expectations

Understanding how to access the breadth and depth of our ITT curriculum:

Remembering that:

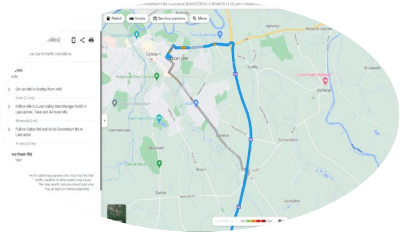
- Student teachers (trainees) are on a journey in their learning to become a teacher
- The staged expectations act as progress way markers towards the 'end point assessment'
- The staged expectations are derived from the ITT curriculums; i.e. the things they cover before each phase of placement.
- The breadth of the ITT curriculum is outlined at the top level in our assessment grids (the modules and subjects covered- with composite knowledge outlined)- Column 3.
- Student teachers have 2 types of learning- **(knowledge) 'learn that'** & **(skills) 'learn how to'**.
- Progress on placement should be seen through high quality targets (built from the curriculum) and reflective weekly reviews.

In order that our trainees remember more of what they have learnt and that you as expert colleagues (mentors) can best support their journey through effective target setting we have **included depth to the ITT curriculums**. This depth outlines the **'essential' knowledge (components)**.

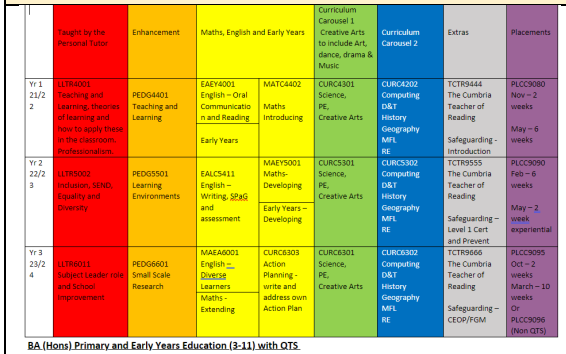
For simplicity in accessing this information we have created this fully e-linked document; that allows you to work down from the staged expectation breath and explore the essential knowledge depth (displayed in knowledge organiser formats).

Below we show you the full range of ITT curriculum documents available (noting that as mentors we steer you towards 2 keys parts of this- green highlighting)

The purpose is to outline how a student journey through their curriculum is achieved with taught input and your mentor support along the way.

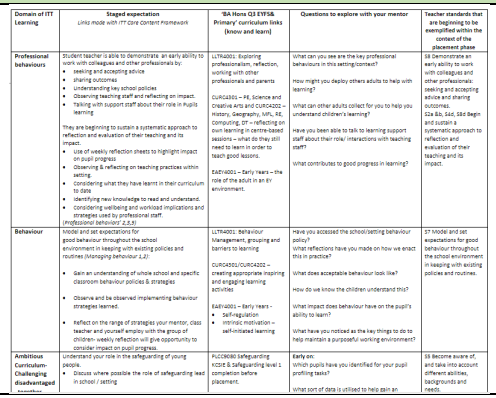
			
Top level course documents- inc. Programme specification & module descriptor forms. **We display this overview to you as** a grid of the modules and sequence throughout the Programme- '**course overview'**	The progression of the ITT Curriculum. **We display this to you as the 'Staged Expectations'** These give you a clarity of what modules broad content and subjects have occurred and how they relate to the staged expectation- the point at which most students will be at the end of the	**We display these to you as 'Knowledge Organisers'** New for 2022/23 **You will be able to click through any module or subject link in the staged expectations to discover the depth of the curriculum** learnt by the point in the training.	**Session steps of knowledge & Sequence** This can be accessed through your UPT where you feel it useful to have a session-by-session sequence of knowledge & skills build in a module or subject area. They contain a deeper explanation of the sequence between sessions and why we chose to teach these modules and subjects in the way we do.

	placement) **Breadth of curriculum-** 'learn that' and 'learn how to' statements	These organisers outline the 'essential (components) knowledge and skills' learnt by our student teachers before each phase of placement. They outline a rationale for the sequence of this learning, how the components align to the Core content framework (minimum entitlement of any ITT programme) and the core research articles/texts used to underpin the knowledge. This depth should allow you as mentor to understand the granularity of what a student has learnt; therefore helping set targets that build on their prior learning in order to meet the staged expectations.	We use these documents internally to explore teaching quality and ensure coverage of curriculum.

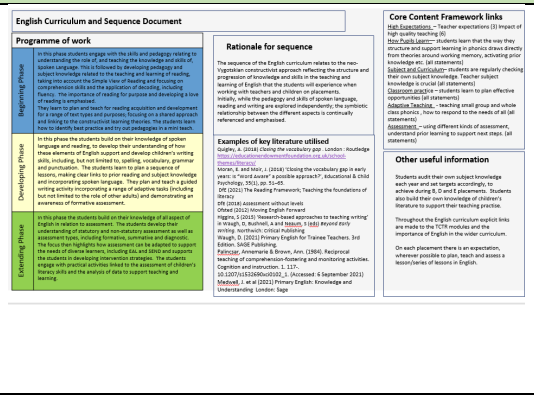


	Taught by the Personal Tutor	Enhancement	Maths, English and Early Years		Curriculum Carousel 1 -Creative Arts to include Art, dance, drama & Music	Curriculum Carousel 2	Extras	Placements
Yr 1 21/22	LLTR4001 Teaching and Learning; theories of learning and how to apply these in the classroom. Professionalism.	PEDG4401 Teaching and Learning	EAEY4001 English – Oral Communication and Reading Early Years	MATC4402 Maths Introducing	CURC4301 Science, PE, Creative Arts	CURC4202 Computing D&T History Geography MFL RE	TCTR9444 The Cumbria Teacher of Reading Safeguarding - Introduction	PLCC9080 Nov – 2 weeks May – 6 weeks
Yr 2 22/23	LLTR5002 Inclusion, SEND, Equality and Diversity	PEDG5501 Learning Environments	EALC5411 English – Writing, SPaG and assessment	MAEY5001 Maths- Developing Early Years – Developing	CURC5301 Science, PE, Creative Arts	CURC5302 Computing D&T History Geography MFL RE	TCTR9555 The Cumbria Teacher of Reading Safeguarding – Level 1 Cert and Prevent	PLCC9090 Feb – 6 weeks May – 2 week experiential
Yr 3 23/24	LLTR6011 Subject Leader role and School improvement	PEDG6601 Small Scale Research	MAEA6001 English – Diverse Learners Maths- Extending	CURC6303 Action Planning - write and address own Action Plan	CURC6301 Science, PE, Creative Arts	CURC6302 Computing D&T History Geography MFL RE	TCTR9666 The Cumbria Teacher of Reading Safeguarding – CEOP/FGM	PLCC9095 Oct – 2 weeks March – 10 weeks Or PLCC9096 (Non QTS)

BA (Hons) Primary and Early Years Education (3-11) with QTS



Domain of ITT Learning	Staged expectation *Links made with ITT Core Content Framework*	'BA Hons Q3 EYTS& Primary' curriculum links (know and learn)	Questions to explore with your mentor	Teacher standards that are beginning to be exemplified within the context of the placement phase
Professional behaviours	Student teacher is able to demonstrate an early ability to work with colleagues and other professionals by: • seeking and accepting advice • sharing outcomes • Understanding key school policies • Observing teaching staff and reflecting on impact. • Talking with support staff about their role in Pupils learning They are beginning to sustain a systematic approach to reflection and evaluation of their teaching and its impact. • Use of weekly reflection sheets to highlight impact on pupil progress • Observing & reflecting on teaching practices within setting. • Considering what they have learnt in their curriculum to date • Identifying new knowledge to read and understand. • considering wellbeing and workload implications and strategies used by professional staff. *(Professional behaviors' 2,4,5)*	LLTR4001- Exploring professionalism, reflection, working with other professionals and parents CURC4301 – PE, Science and Creative Arts and CURC4202 – History, Geography, MFL, RE, Computing, DT – reflecting on own learning in centre-based sessions – what do they still need to learn in order to teach good lessons. EAEY4001 – Early Years – the role of the adult in an EY environment.	What can you see are the key professional behaviours in this setting/context? How might you deploy others adults to help with learning? What can other adults collect for you to help you understand children's learning? Have you been able to talk to learning support staff about their role/ interactions with teaching staff? What contributes to good progress in learning?	S8 Demonstrate an early ability to work with colleagues and other professionals: seeking and accepting advice and sharing outcomes. G2a &b, S4d, S8d Begin and sustain a systematic approach to reflection and evaluation of their teaching and its impact.
Behaviour	Model and set expectations for good behaviour throughout the school environment in keeping with existing policies and routines *(Managing behaviour 1,2)*: • Gain an understanding of whole school and specific classroom behaviour policies & strategies • Observe and be observed implementing behaviour strategies learned. • Reflect on the range of strategies your mentor, class teacher and yourself employ with the group of children- weekly reflection will give opportunity to consider impact on pupil progress.	LLTR4001- Behaviour Management, grouping and barriers to learning CURC4301/CURC4202 – creating appropriate inspiring and engaging learning activities EAEY4001 – Early Years - • Self-regulation • intrinsic motivation – self-initiated learning	Have you accessed the school/setting behaviour policy? What reflections have you made on how we enact this in practice? What does acceptable behaviour look like? How do we know the children understand this? What impact does behaviour have on the pupil's ability to learn? What have you noticed as the key things to do to help maintain a purposeful working environment?	S7 Model and set expectations for good behaviour throughout the school environment in keeping with existing policies and routines.
Ambitious Curriculum- Challenging disadvantaged	Understand your role in the safeguarding of young people. • Discuss where possible the role of safeguarding lead in school / setting	PLCC9080 Safeguarding KCSIE & Safeguarding level 1 completion before placement.	Early on: Which pupils have you identified for your pupil profiling tasks? What sort of data is utilised to help plan an	S5 Become aware of, and take into account different abilities, backgrounds and needs.



English Curriculum and Sequence Document

Programme of work

Beginning Phase

Developing Phase

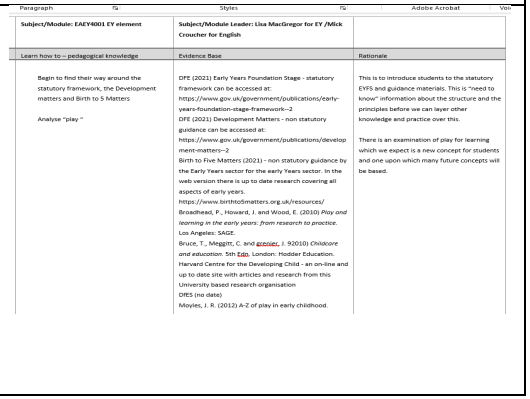
Extending Phase

Rationale for sequence

Examples of key literature utilised

Core Content Framework links

Other useful information



Subject/Module: EAEY4001 EY element

Subject/Module Leader: Lisa MacGregor for EY /Mick Croucher for English

Learn how to – pedagogical knowledge	Evidence Base	Rationale
Begin to find their way around the statutory framework, the Development matters and Birth to 5 Matters Analyse "play "	DFE (2021) Early Years Foundation Stage - statutory framework can be accessed at: https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2 DFE (2021) Development Matters - non statutory guidance can be accessed at: https://www.gov.uk/government/publications/development-matters--2 Birth to Five Matters (2021) - non statutory guidance by the Early Years sector for the early Years sector. In the web version there is up to date research covering all aspects of early years. https://www.birthtofivematters.org.uk/resources/ Broadhead, P., Howard, J. and Wood, E. (2010) *Play and learning in the early years: from research to practice.* Los Angeles: SAGE. Bruce, T., Meggitt, C. and grenier, J. 92010) *Childcare and education.* 5th Edn. London: Hodder Education. Harvard Centre for the Developing Child - an on-line and up to date site with articles and research from this University based research organisation DfES (no date) Moyles, J. R. (2012) A-Z of play in early childhood.	This is to introduce students to the statutory EYFS and guidance materials. This is "need to know" information about the structure and the principles before we can layer other knowledge and practice over this. There is an examination of play for learning which we expect is a new concept for students and one upon which many future concepts will be based.

The breadth of the curriculum can be seen in:

- Course overview & Staged Expectations

The depth of the curriculum can be seen in:

- Knowledge Organisers

Session sequences can be accessed through university staff (UPTs)

The following document allows you to view this depth of the ITT curriculum. We have linked it directly to the staged expectations (via Live hyperlink) so that you are able to understand: • The Modules taught • the subject knowledge and skills taught • and the Pathway the particular student is following

Q4 NEW PROGRAMME 2022

Return to Staged Expectations

	Teaching studies	Inclusion with SEND	Maths and English	Foundation subs Curriculum Carousel 1	Foundation subs Curriculum Carousel 2	Extras	Placements
Yr 1 100 @5	ESTC4020 Beginning teaching studies (20)	INCC9010 Barriers to learning 1 (Q) INCC4111 Barriers to learning 2 (20) INCC4112 Intro to inclusion (20)	MAEA4001 Introducing English and Maths (20)	CURC4301 PE/ SC/ CREATIVE ARTS (Music, Art, Drama) (20)	CURC4202 HIS/GEOG/ COMP/RE/ MFL/ D AND (20)	TCTR9444 The Cumbria Teacher of Reading Beginning Safeguarding -Introduction 1 and 2 preplacement Self study Prevent Mental health and Well being	PLCC9080 Beginning Nov – 3 weeks May - July 6 weeks
Yr 2 100 @ L5	ESTC9020 Developing Inclusion module QPU 32 hrs plus 4 hrs EY	INCC5010 Perspectives on inclusion 9 (20) INCC5011 Contexts (20)	MAEA5001 Developing teaching in English and Maths 1 (20)	CURC5301 PE/ SC/ CREATIVE ARTS (Music, Art, Drama) (20)	CURC5302 HIS/GEOG/ COMP/RE/ MFL/ D AND T (20)	TCTR9555 The Cumbria Teacher of Reading Developing 1 Safeguarding – CEOP Mental health and Well being	PLCC9090 Developing 1 7 weeks Apr - June
Yr 3 20@ L5 60@L6 Level 5 and 6	ESTC6120 Applying teaching Studies (20)	INCC5112 Policy Discourses (20) L5	MAEA9001 Developing teaching in English and Maths 2 (Q) & 6 hrs of EYFS	CURC6301 PE/ SC/ CREATIVE ARTS (Music, Art, Drama) (20)	CURC6302 HIS/GEOG/ COMP/RE/ MFL/ D AND T (20)	TCTR9556 The Cumbria Teacher of Reading – Developing 2 **Safeguarding** self-study Level 1/2 Cert Mental health and Well being	PLCC9592 Developing 2 6 weeks Jan to Feb May – 3 week experiential
Yr 4 60@ L6	ESTC6021 Extending teaching Studies (20) Subject leadership	PEDG6601 Pedagogy through Enhancement: Enhancement Research (20) INCC9024 Working with adults (Q) INCC9025 The marginalised child (Q) INCC9126 Advanced Barriers to Learning **M Level** INCC7001 Working with adults INCC7002 The marginalised child INCC7003 Advanced Barriers to Learning	MAEA6001 Extending teaching in Maths and English (20)			TCTR9666 The Cumbria Teacher of Reading – Extending Safeguarding input plus FGM Mental health and Well being	PLCC9600 Extending 10 weeks Jan - Mar

Educational Studies Modules across the 4 Year Programme (BA QTS with SEND and Inclusion)

Subject/module curriculum sequence document

Phase	Knowledge	Rationale for sequencing	Links to CCF
Beginning	**How children learn** - Trainees are introduced to key learning theories and explore stages of child development. We also learn about the limitations of working memory and cognitive load theory. **Understanding Behaviour** - Trainees learn that behaviour is complex and that learning about the underlying causes of challenging behaviour is paramount. We also develop an awareness of the importance of developing strong relationships with our children that ensures trust and mutual respect. Trainees are given opportunities to learn about the importance of proactive behaviour management strategies such as rules, norms, and routines. We also explore different approaches to rewards and sanctions in the classroom. Planning for learning - Trainees learn what a lesson plan is, what the component parts are and how to effective use a plan when teaching. Through this learning we explore all the key parts of an effective lesson and the benefits of planning and thinking through timing, resources, support, and misconceptions etc. Effective Teaching: Evidence based teaching strategies Safeguarding - Trainees undertake the Safeguarding and Prevent Training and gain an overview of how schools keep their children safe and the role of the teacher in doing so. Professional Practice - Throughout the campus sessions and in preparation for placement trainees learn about the expected professional behaviours of a teacher and the wider role a teacher plays. Trainees are also introduced to reflective practices as a method of developing good practice. Assessing Learning: - Trainees learn what formative and summative assessment is and understanding the purpose and principles of effective assessment. Trainees develop their skills of observing and listening to children, in order to understand what the children understand and can do. Academic Skills Through written assignments, individual and group presentations and an exam, students develop their critical reading and writing skills as they start to explore education research. Trainees are encouraged to make connections to research and theory on practice and to use the literature to support their development in the classroom.	Year 1 (ESTC4020) – This is the introductory teaching studies module, and the main aim is for the trainees to learn the basics to the role of being a teacher. Some of our trainees have only had limited experience in the classroom outside of being a learner themselves, and this module brings to the surface all of the parts of a lesson and a classroom that may not have been obvious or understood. Year 2 (ESTC5020)– Now that the basics are in place, we start to learn about the complexities of learning in a primary classroom and the range of needs and strengths of the pupils. This requires a flexible, evidence-based approach to teaching. Student research the impact of disadvantage and explore strategies and approaches to ensure our children are supported, engaged and learn. Through this module trainees learn about how to support and challenge children who are EAL, gifted and talented, travellers, refugees and asylum seekers, children with mental health challenges, children who have suffered loss or bereavement, and BAME. Year 3 (ESTC6020) - In this module students are encouraged to start thinking about how they will maintain their own professional development by engaging in effective critical reflection. Students are expected to identify areas for development from their practice placements and this dictates the content of sessions which are presented through the lens of critical reflection. Issues addressed included behaviour support, effective formative assessment. Year 4 (ESTC6021) Students will have completed their final placement. This module consolidates learning across the programme synthesising the pedagogy, practice, and inclusion elements of the programme In this module students prepare to enter the teaching profession by examining a range of current educational paradoxes to encourage the continued development of a critical approach to professional development.	High expectations: clear expectations, mutual trust How children learn – working memory, prior knowledge, purposeful practice and worked examples Subject and curriculum: misconceptions, critical thinking Classroom Practice – scaffolds, questioning, steps, talk, practice Adaptive Teaching: SEND code, pupil difference, responsive teaching Assessment: assessment decisions, feedback, informing planning Managing Behaviour: Routines, environment, regulation, motivation Professional Behaviours: Professional Relationships, communication
Developing	How children learn - Trainees continue to learn about cognitive science deepening our understanding of cognitive load theory and teaching strategies that support our limited working memory and create long term memory. Understanding Behaviour - Trainees build on their experience of managing behaviour on placement and develop a deeper understanding of what behaviours can tell us about underlying needs, and how to support children so that they are ready to learn and can self-regulate. Planning for learning	**Examples of research and evidence** Newland, A. (2021). *Becoming A Teacher.* London. Crown House Publishing. Vaughn, M. Faircloth, B. (2013). Teaching With a Purpose in Mind: Cultivating a Vision. Available at: https://files.eric.ed.gov/fulltext/EJ1025687.pdf Van Kan, C. Ponte, P. Verloop, N. (2013). How do teachers legitimize their classroom interactions in terms of educational values and ideals?	**Other useful information and links** Chartered College of Teaching https://chartered.college/ (students encouraged to join as ITE students) Education Endowment Foundation https://educationendowmentfoundation.org.uk/ OFSTED

	- Building on their understanding of planning for learning, trainees learn to adapt their learning plans and activities to meet a wide range of needs. Considering adjustments to behaviour management, assessment, teaching strategies to overcome disadvantage and to challenge our diverse learners. This includes EAL, gifted and talented, travellers, refugees and asylum seekers, children with mental health challenges, children who have suffered loss or bereavement, and BAME groups. Effective teaching: - Trainees draw on multiple sources of research to understand what is meant by effective teaching. Trainees critically evaluate evidence-based teaching strategies and apply them to their lesson plans ensuring that all pupils are supported. <u>Safeguarding</u> - Prior to placement, trainees refresh and update their understanding of how to keep children safe in education and take part in the Safeguarding and Prevent Training. <u>Professional Practice</u> - Through group work and connections with outside agencies, trainees understand the benefits of learning from and with others. - Through learning about effective assessment trainees understand that what our children know and can do can give us feedback about the quality of our teaching. <u>Assessing Learning</u> - Trainees develop their skills of effective questioning so that they can understand what children know and what the misconceptions are. Trainees also earn how to give effective feedback that takes the learner forward. - Trainees learn about the importance of subject knowledge, identifying misconceptions and <u>Academic Skills</u> Trainees develop more independence in their research of literature learning deeply about the challenges of an inclusive group. Through presenting this learning at a conference trainees learn how to share learning with other professionals. Trainees are challenged to become experts in their field through an extensive literature review.	*Teachers and Teaching: Theory and Practice.* Issue 6. Available at: https://www.tandfonline.com/doi/full/10.1080/13540602.2013.827452 Fox, G. (2017*). A handbook for teachers and teaching assistants working together.* London. Routledge. Cremin, T. Burnett, C. (2018). *Learning to teach in the Primary School. 4th ed'n.* London. Routledge. Kirschner, P. Hendrick, C. (2020). *How Leaning Happens.* London. Routledge. Goepel, J. Childerhouse, H. Sharpe, S. (2014). *Inclusive primary Teaching.* Northwich. Critical Publishing. Sherrington, T. (2019). *Rosenshine's Principles in Action.* Woodbridge. John Catt Educational. Rogers, B. (2015). *Classroom Behaviour.* London. Sage. Poultney, V. (Ed)(2017). *Evidence-based Teaching in Primary Education.* Northwich. Critical Publishing. Bartlett, S. & Burton, D. (2016) Introduction to Education Studies [4th Ed] London: Sage Biesta, G., Allan, J. & Edwards, R. (2014) Making a Difference in Theory London: Routledge Boyd, P., Hymer, B. & Lockney, K. (2015) Learning Teaching: Being an Inspirational Teacher Northwich: Critical Publishing Curtis, W., Ward, S., Sharp, J. & Hankin, L. (2014) Education Studies an issues based approach, 3rd Edition Exeter: Learning Matters Green, A., Preston, J. & Germen Janmaat J. (2008) Education, Equality and Social Cohesion, London: Palgrave Kassem, D., Mufti E. & Robinson, J (2006) Education Studies: Issues and Critical Perspectives Maidenhead: Open University Press Matheson, C. & Matheson, D. (2002) Educational Issues in the Learning Age, London: Continuum Norwich, B. (2013) Addressing Tensions and Dilemmas in Inclusive Education London: Routledge Terzi, L. (2010) Justice and Equality in Education London: Continuum	https://www.gov.uk/government/organisations/ofsted
Extending	Students will have completed their final placement. In this module students prepare to enter the teaching profession by examining a range of current educational paradoxes to encourage the continued development of a critical approach to professional development. Students will learn how to: develop a systematic and research informed understanding of current paradoxes with education Offer a critical evaluation of the impact of these paradoxes within education on children, schools and society Evaluate the impact of these paradoxes on equity and equality Investigate and evaluate the relationship between their personal professional experience to date and current educational paradoxes.		

Return to Staged Expectations

INCC Modules across the 4 Year Programme (BA QTS with SEND and Inclusion) NEW validation

<table>
<tr><td colspan="4">Subject/module curriculum sequence document</td></tr>
<tr><td>Beginning</td><td>In the first year students are introduced to the four broad areas of SEND.
The programme takes a “barriers to learning” approach – identifying and responding to needs rather than labels.
In semester two students look at key concepts of Inclusion including Medical and Social models of disability and the key terms of Special Educational Needs, impairment and Disability and Person First Language
Students will consider how children bring diversity to the classroom.
Students will be encouraged to engage with high quality sources of information and to begin to build a professional portfolio.</td><td rowspan="3">Rationale for sequencing

Students study two increasingly entwined strands of inclusive practice – meeting the needs of children with SEND and celebrating supporting diversity in the classroom.
In the first year students focus on the individual child, developing skills of observation and identification in conjunction with the staged expectations of their placements. Student’s begin to understand that the class teacher is responsible for all children in their class. Alongside this they are introduced to key constructs in inclusive discourse

In the second year students begin to consider how they will plan for the individual child with SEND and how they will implement strategies and support for individual children experiencing barriers to their learning. Alongside this they will consider the diversity of the classroom and how teacher’s celebrate and support children with diverse experiences. Student’s begin to articulate and enact their responsibilities to meet the needs of all children in their class in line with the staged expectations for their first developing placement.

In the third year students are able to embed inclusive practice and pedagogy into their own practice and prepare to advocate for inclusion in their school communities by contributing knowledgably in policy development. This year focusses on applying research and theory in practice in line with the staged expectations for their second developing placement

Examples of research and evidence

Carpenter, B., Egerton, J., Cockbill, B., Bloom, T., Fotheringham, J., Rawson, H. & Thistlethwaite, J. (2015) Engaging Learners with Complex Learning Difficulties and Disabilities London: Routledge
Farrell, M. (2010) The effective Teachers Guide to Sensory and Physical Impairments: Sensory, Orthopaedic, Motor and Health London: Routledge
Farrell, M. (2010) The effective Teachers Guide to Moderate, Severe, and Profound Learning Difficulties (Cognitive Impairments) London: Routledge
Frederickson, N. & Cline, T. (2015) Special Educational Needs, Inclusion and Diversity [3rd Ed] Maidenhead: Open University Press
Norwich, B. (2007) Dilemmas of Difference, Inclusion and Disability: International Perspectives and Future Directions London: Routledge
Simmons, B. & Watson, D. (2014) The PMLD Ambiguity: Articulating the Life World of Children with PMLD London: Karnac</td><td rowspan="3">Links to CCF

High expectations: clear expectations, mutual trust
How children learn – working memory, prior knowledge, purposeful practice and worked examples
Subject and curriculum: misconceptions, critical thinking, building confidence
Classroom Practice – scaffolds, questioning, steps, talk, practice
Adaptive Teaching: SEND code, pupil difference, responsive teaching
Assessment: assessment decisions, feedback, informing planning
Managing Behaviour: Routines, environment, regulation, motivation
Professional Behaviours: Professional Relationships, communication

Other useful information and links

Chartered College of Teaching
https://chartered.college/
(students encouraged to join as ITE students)

Education Endowment Foundation
https://educationendowmentfoundation.org.uk/

OFSTED
https://www.gov.uk/government/organisations/ofsted</td></tr>
<tr><td>Developing 1</td><td>Students continue to develop their knowledge and understanding of the SEND Code of Practice learning how to identify and support the needs of children with SEND.
Students become familiar with the SEND Code of Practice Graduated Approach including working with parents and the voice of the child to produce individual learning plans in a range of case studies.
In conjunction with ESTC5020 students will develop their understanding of diversity in the classroom and how adaptive planning can support children with SEND.
Students will understand how inclusive principles are reflected and enacted in their own emerging philosophy of education and pedagogy.
Students will engage with the dilemmas of inclusion: identification, location and curriculum.</td></tr>
<tr><td>Developing 2</td><td>At this point students will synthesise theory and practice looking at how an inclusive society is reflected in the environment of the classroom. Working through principles of the European Agency for Special Needs and Inclusive Education, UN Sustainable Development Goals
https://www.european-agency.org/sites/default/files/Profile_for_Inclusive_Teacher_Professional_Learning_0.pdf

Students will consider theoretical and practical issues around the concept of the “achievement gap” and addressing educational disadvantage in schools.

Community and policy level</td></tr>
</table>

E x	Students use their academic skills to pursue a special study in an issue of SEND or Inclusion of their own choice. Students explore the strengths and challenges of multi –agency working, they consider the role of the teacher in a multiagency team Students extend their consideration of the impact of educational and social marginalisation on the outcomes for children in primary school Students revisit Barriers to Learning, consolidating their knowledge and experience from placement and furthering their ability to recognise and meet children's needs in the classroom These final 3 modules can be extended to the award of Post Graduate Certificate in SEND and Inclusion on successful completion of Undergraduate award.	Thomas, G. & Vaughan, M. (2004) *Inclusive Education. Readings and Reflections* Maidenhead: Open University Press Wearmouth, J. (2015) *Special Educational Needs and Disability: The Basics* London: Routledge	

Return to Staged Expectations

Link to knowledge curric

English Curriculum and Sequence Document

Programme of work

Beginning Phase	In this phase students engage with the skills and pedagogy relating to understanding the role of, and teaching the knowledge and skills of, Spoken Language. This is followed by developing pedagogy and subject knowledge related to the teaching and learning of reading, taking into account the Simple View of Reading and focusing on comprehension skills and the application of decoding, including fluency. The importance of reading for purpose and developing a love of reading is emphasised. They learn to plan and teach for reading acquisition and development for a range of text types and purposes; focusing on a shared approach and linking to the constructivist learning theories. The students learn how to identify best practice and try out pedagogies in a mini teach.
Developing Phase	Developing 1 In this phase the students build on their knowledge of spoken language and reading, to develop their understanding of how these elements of English support and develop children's writing skills, including, but not limited to, spelling, vocabulary, grammar and punctuation. The students learn to plan a sequence of lessons, making clear links to prior reading and subject knowledge and incorporating spoken language. They plan and teach a guided writing activity incorporating a range of adaptive tasks (including but not limited to the role of other adults) and demonstrating an awareness of formative assessment. Developing 2 In this phase the students further extend their subject and pedagogical knowledge and begin to consider the role of the 'subject leader'. They plan and deliver a short professional development session based on their own subject knowledge development.
Extending Phase	In this phase the students build on their knowledge of all aspect of English in relation to assessment. The students develop their understanding of statutory and non-statutory assessment as well as assessment types, including formative, summative and diagnostic. The focus then highlights how assessment can be adapted to support the needs of diverse learners, including EAL and SEND and supports the students in developing intervention strategies. The students engage with practical activities linked to the assessment of children's literacy skills and the analysis of data to support teaching and learning.

Rationale for sequence

The sequence of the English curriculum relates to the neo-Vygotskian constructivist approach reflecting the structure and progression of knowledge and skills in the teaching and learning of English that the students will experience when working with teachers and children on placements.
Initially, while the pedagogy and skills of spoken language, reading and writing are explored independently; the symbiotic relationship between the different aspects is continually referenced and emphasised.

Examples of key literature utilised

Quigley, A. (2018) *Closing the vocabulary gap* . London : Routledge
https://educationendowmentfoundation.org.uk/school-themes/literacy/
Moran, E. and Moir, J. (2018) 'Closing the vocabulary gap in early years: Is "Word Aware" a possible approach?', Educational & Child Psychology, 35(1), pp. 51–65.
DfE (2021) The Reading Framework; Teaching the foundations of literacy
DfE (2018) Assessment without levels
Ofsted (2012) Moving English Forward
Higgins, S (2015) 'Research-based approaches to teaching writing' in Waugh, D, Bushnell, A and Neaum, S (eds) *Beyond Early Writing.* Northwich: Critical Publishing
Waugh, D. (2021) Primary English for Trainee Teachers. 3rd Edition. SAGE Publishing.
Palincsar, Annemarie & Brown, Ann. (1984). Reciprocal teaching of comprehension-fostering and monitoring activities. Cognition and instruction. 1. 117-. 10.1207/s1532690xci0102_1. (Accessed: 6 September 2021)
Medwell, J. et al (2021) Primary English: Knowledge and Understanding London: Sage

Core Content Framework links

High Expectations – Teacher expectations (3) Impact of high quality teaching (6)
How Pupils Learn— students learn that the way they structure and support learning in phonics draws directly from theories around working memory, activating prior knowledge etc. (all statements)
Subject and Curriculum– students are regularly checking their own subject knowledge. Teacher subject knowledge is crucial (all statements)
Classroom practice – students learn to plan effective opportunities (all statements)
Adaptive Teaching - teaching small group and whole class phonics , how to respond to the needs of all (all statements)
Assessment – using different kinds of assessment, understand prior learning to support next steps. (all statements)

Other useful information

Students audit their own subject knowledge each year and set targets accordingly, to achieve during B, D and E placements. Students also build their own knowledge of children's literature to support their teaching practise.

Throughout the English curriculum explicit links are made to the TCTR modules and the importance of English in the wider curriculum.

On each placement there is an expectation, wherever possible to plan, teach and assess a lesson/series of lessons in English.

Module code and title: TCTR9444/9555/9556/9666: The Cumbria Teacher of Reading (UG Q4)

Return to Staged Expectations

Programme of work

Beginning Phase	In this phase students engage with the Simple view of reading, and Rose's principles of effective SSP. This is followed by early phonics, the importance of speaking and listening, phonics for EAL. Students understand the importance of progression within a scheme and explore examples. Students understand the structure of a phonics lesson using the simple code and how to assess. They learn how to segment and blend and use the alphabetic code. They learn key language (phoneme, grapheme etc). They learn to plan and structure a phonics lesson using the simple code, how to identify best practice and engage in a mini teach
Developing Phase 1	After beginning placement, students continue to explore children's phonological progression into the complex code. There is more focus on the complex code, phonics into spelling and teaching tricky words. They explore statutory phonics assessment in KS1. They move on to consider transition to KS2, 'word reading' requirements and key terms such as 'morpheme'. Students learn how to teach children adjacent consonants, use phoneme frames and teach encoding and decoding. They learn how to assess the use of the complex code, plan a spelling session and use morphemic knowledge.
Developing Phase 2	After developing one placement students develop familiarity with phonics and reading assessment and tracking. They plan and teach a series of synthetic phonics lessons that are tailored to meet the needs of individuals with identified learning challenges.
Extending Phase	They develop their use of teaching assistants in the classroom and look at how to identify and support a range of reading abilities. Following this students carry out a miscue analysis running record on a child's reading and explore some of the implications for them in terms of book choice and support moving forward, particularly around comprehension. The module finishes by looking at reading interventions, catch up programmes and a closer look at reading recovery.

Rationale for sequence

This phase provides knowledge and understanding of the key terminology and concepts that students require to make sense of what they are seeing in school. The 1st seminar introduces students to the precursors to successful learning in phonics. Phonics will be one of the key areas of the curriculum that students will come across when they engage in school based learning. It is important that they are aware of how and why phonics schemes are used in schools to plan for children's learning. Students reflect on learning in school and how their understanding of the teaching of phonics has developed through their teaching and assessment of children. Their knowledge of the children's learning journey is extended to consider the importance of focusing on the skill of segmenting words with adjacent consonants. Students are then ready in their learning and development to go deeper into intervention support for reading, assessing individual need and gaining some tools to support this process.

Key literature utilised

Jolliffe, W., Waugh, D. and Carss, A. (2019) *Teaching systematic synthetic phonics in primary schools* . 3rd edition. London: Learning Matters.
Quigley, A. (2018) *Closing the vocabulary gap* . London : Routledge
https://educationendowmentfoundation.org.uk/school-themes/literacy/
Moran, E. and Moir, J. (2018) 'Closing the vocabulary gap in early years: Is "Word Aware" a possible approach?', Educational & Child Psychology, 35(1), pp. 51–65.
Duff, F. J., Mengoni, S. E., Bailey, A. M. and Snowling, M. J. (2015) 'Validity and sensitivity of the phonics screening check: implications for practice', Journal of research in reading. Blackwell Publishing Ltd, 38(2), pp. 109–123

Core Content Framework links

High Expectations – Teacher expectations (3) Impact of high quality teaching (6)
How Pupils Learn— students learn that the way they structure and support learning in phonics draws directly from theories around working memory, activating prior knowledge etc. (all statements)
Subject and Curriculum– students are regularly checking their own subject knowledge. Teacher subject knowledge is crucial (2-5,7,9,10)
Classroom practice – students learn to plan effective opportunities (all statements)
Adaptive Teaching - teaching small group and whole class phonics , how to respond to the needs of all (1-4,5,6)
Assessment – using different kinds of assessment, understand prior learning to support next steps. (1,2,4-6)

Other useful information

e.g. links to English Learning Journal, connections to other modules, the role of student-led learning, how this module wraps around placement

Students audit their own beginning knowledge of phonics and set a target to work on based on their individual subject knowledge and experience.
Our module supports students in following the learning journey of a child in their progress in learning to read.
They have phonics activities and a demo lesson modelled to them and consider what and how they would help the children to learn. This takes place immediately prior to placement. Students plan and deliver a taught session to the group, giving and receiving feedback in the first two phases.

On each placement students observe, teach and assess phonics, developing their practice over the three phases.
After developing placement, Students will take a phonics subject knowledge audit prior to returning to university-based learning – this is marked in the first session back. It identifies student who need additional input and support

Return to Staged Expectations

Maths

Link to knowledge curric

Programme of work

Beginning Phase	In this phase students are firstly asked to consider their own attitude to mathematics. Throughout the module they work on their confidence and an understanding of the value of mathematics in the world we live in. Discussion develops around the key features of an effective maths lesson with an emphasis on the use of resources. Links are continually made to established theorists such as Bruner and other modules are referenced. Practical activities are used to make connections with pedagogical theory helping the students develop a sense of what underpins good classroom practice. Specific areas of learning are covered looking at how teaching can be adapted to meet the needs of all children. The assignment involves the creation of a resource that is used whilst on placement. The students plan and then work with a small group of children assessing and collecting evidence around the activity.
Developing Phase	In this developing phase we look to build on the confidence and understanding the students have. We look at the importance of problem solving and develop an definition of problem solving in mathematics. The importance of strategies to develop mathematical thinking is discussed with links to theory. Problem solving through different areas of mathematics are considered along with cross curricular opportunities. Before placement we build on the lesson planning from year one and look at how we can develop a sequence of lessons. Whilst on placement the students collect evidence of problem solving and reasoning and this is used to support their assignment.
Extending Phase	This final phase is used to review our understanding and consider current issues in mathematics. Maths Mastery is examined and some of the challenges this approach to learning can bring. Statutory assessment is discussed and it's place in the assessment of children. Students look closely at working with EAL children in a mathematics lesson and also the importance of multicultural opportunities. We look at adapting lessons to ensure all children are included and look at strategies to overcome barriers to learning.

Rationale for sequence

The mathematics is sequenced to help students become confident, enthusiastic and capable teachers of the subject. By starting with the students own attitudes and fears we can work on any misconceptions and start to get the students to develop a love and understanding of the subject.
The key features and the theories that underpin effective teaching strategies are modelled and developed with practical ideas linked to school placements. As confidence grows the importance of problem solving, the connections of different areas of mathematics and the opportunities of cross curricular approaches more readily understood. Finally, the skills and knowledge gained from earlier phases is developed through key educational issues leading to a greater understanding of what makes a great teacher of primary mathematics. Running through all the phases is the importance of subject knowledge.

Examples of key literature utilised

Hansen, A. (ed.) (2020) Children's errors in mathematics . 5th edition. London :: Learning Matters

Haylock, D. (2019) Mathematics explained for primary teachers /. 6th edition /. Edited by R. Manning. Los Angeles :: SAGE

Boaler, J. (2016) Mathematical mindsets : unleashing students' potential through creative math, inspiring messages, and innovative teaching /. Edited by C. Dweck. San Francisco, California :: Jossey-Bass

Garry, T. (2020) Mastery in Primary Mathematics [electronic resource] / A Guide for Teachers and Leaders . London :: Bloomsbury Education

Core Content Framework links

High Expectations – Teacher expectations
Impact of high quality teaching (1-6)
How Pupils Learn— students learn that the way they structure and support learning in mathematics. It draws directly from theories around working memory, activating prior knowledge etc. (all statements)
Subject and Curriculum– students are regularly checking their own subject knowledge. Teacher subject knowledge is crucial (2-5,7,8,)
Classroom practice – students learn to plan effective opportunities (all statements)
Adaptive Teaching - teaching small group and whole class mathematics, how to respond to the needs of all (1-4,5,6)
Assessment – using different kinds of assessment, understand prior learning to support next steps. (1,2,4-6)

Other useful information

Students audit their own knowledge of mathematics and set targets to work on based on their individual subject knowledge and experience.
The module supports students in understanding pedagogical theory but also develops their subject knowledge
They will have mathematics activities and a demo lesson modelled to them and consider what and how they would help the children to learn.
On each placement students will observe, teach and assess mathematics , developing their practice over the three phases.
At the end of each module students have a tutorial looking at their tracking document and discussing personal targets.

Return to Staged Expectations

Science curriculum sequence document – 3 and 4 Year Undergraduate Programmes				
Beginning	**Introduction to Primary science and Working Scientifically (Disciplinary Subject knowledge)** Interrelationship between Disciplinary and Substantive subject knowledge Subject integrity and the NC PoS for Working scientifically The nature of an enquiry subject That careful planning can support scientific literacy and knowledge. The Scientific Toolkit (Observation, Comparison, Exploration, Testing, Modelling plus Reading, Writing and Talking) The progressive nature of the toolkit and how planning can be adapted to meet all learners' needs Using NC PoS, plan learning experiences which encompass Working Scientifically and a specific concept of substantive knowledge.	**Component Substantive Knowledge** Observation using range of senses Comparison based on observations • Similarities and difficulties • Sorting several objects/ phenomena • Grading based on shared criteria Exploration finding cause and effect links to explain comparisons Testing to formalise cause and effect links • Fair / Controlled Variable • Pattern seeking • Test to Destruction Modelling abstract concepts	**Rationale for Sequencing** • Working Scientifically is the bedrock of all professional scientific enquiry and underpins good practice in primary science practice. • A thorough understanding of the different forms of Working Scientifically enables trainees to plan purposeful activities for learning across age phases. • Learners can find it difficult to transfer and apply knowledge, so context is important to make clear the links between scientific learning in the classroom and real-life problem solving. • Initially trainees focus on planning and delivering scientific learning experiences in their Beginning placement. • The disciplinary subject knowledge in science, in terms of Working scientifically, aligns closely with children's ability to observe and explain their world in scientific terms. By close attention to the development of progressive thinking, students can plan effective learning experiences and develop questioning techniques which challenge and inspire learners. • Trainees become skilled at assessing scientific knowledge and understanding and then enact this skill during their Developing placement. • Ability to analyse National Curriculum Programmes of Study in terms of the composite knowledge and the components that build it allows trainees to plan sequences of learning experiences which are generative and build robust knowledge. • Trainees become skilled at planning, delivering and assessing scientific	**Links to CCF** High Expectations – Teacher expectations (3) Impact of high-quality teaching (6) How Pupils Learn – prior knowledge (2), weak knowledge leading to misconceptions (6) Subject and Curriculum– secure, critical knowledge with awareness of common misconceptions, structuring foundation components to build secure complex concepts.(2-5,7) Classroom practice – sequencing, scaffolding, questioning and high-quality talk, grouping (2,4-7, 9 10) Adaptive Teaching - support for all learners without creating artificial barriers, (1, 4,) Assessment – ability to plan and use fast, efficient assessment and provide feedback, both written and verbal. (1-7) The Undergraduate programme allows extended time for concepts such as the progression of conceptual development to be retrieved, revisited and enacted on placement at increasingly skilful levels.
	Testing in Context (e.g Greasy Joe's Café) Retrieve knowledge of forms of testing (Controlled variable, Pattern Seeking, Test to Destruction) The stages of a scientific enquiry The role of enquiry in the generation of new knowledge for learners and adapting planning in terms of investigative knowledge. Develop understanding of the interrelationship between disciplinary and substantive knowledge (*Materials and their properties: thermal insulation, dissolving, absorption, filtration*) The role of context in the ability to transfer learning and retain it Reading for scientific understanding and Modelling concepts The value of teacher subject knowledge and self-assessment of ability to gain and apply appropriate subject knowledge for teaching.	**Component Substantive Knowledge** In all forms of testing (Fair/controlled variable, Pattern Seeking, Tests to Destruction) • Raising area of Investigation through identification of possible cause and effect link • Variable scan • Formulation of testable question • Identification of key variables • Prediction and Hypothesis formation • Planning test methods • Carrying out test • Analysing raw results and presenting • Analysis of results • Explanation of results in terms of current scientific knowledge from reading (employing models) • Evaluation of test methods		

			learning, enacting this during the Extending placement. **Examples of research and evidence** Abrahams I; Reiss, M J; Sharpe, R. (2014) *The impact of the 'Getting Practical: Improving Practical Work in Science' continuing professional development programme on teachers' ideas and practice in science practical work.* Research in Science & Technological Education, Vol.32 (3), p.263-280 Bartos, SA; Lederman, NG (2014). *Teachers' knowledge structures for nature of science and scientific inquiry: Conceptions and classroom practice.* Journal of Research in Science Teaching, Vol.51 (9), pp.1150-1184 Lederman, NG; Lederman, JS and Antink, A. (2013) *Nature of science and scientific inquiry as contexts for the learning of science and achievement of scientific literacy*. International Journal of Education in Mathematics, Science and Technology', Volume 1(3), pp 138 – 147 Osborne, J. (2015). *Practical work in science: misunderstood and badly used', in 'School Science Review*, Vol. 96, Issue 357, pp 16 - 24. Osbourne, JF. (2019). Not *"hands-on" but "minds-on": a response to Furtak and Penuel.* Science Education. vol 103. pp 1280 -1283 **Examples of research and evidence**	**Other useful information and links** The interrelationship between Working Scientifically and Substantive knowledge is key to the delivery of quality science teaching and learning. One without the other is of little educational and practical value. The aim of science is to understand the world and to be able to apply knowledge to gain new understanding in a generative process. The Working Scientifically toolkit provides students will a range of enquiry methods, including different scientific Investigative methods (Fair/controlled variable, Pattern Seeking and Tests to Destruction) which can be used to plan a challenging science curriculum in school. The use of scientific vocabulary is a critical step on the journey towards scientific literary and development of this "scientific language" is facilitated by teachers who possess good subject knowledge. The auditing materials provided are specifically designed to support
	Fire and Ice (Concept Formation) • Scientific misconceptions and their persistence into adulthood (importance of checking own knowledge prior to planning) • Importance of analysing a concept prior to planning, i.e., does research suggest children hold misconceptions; concrete or abstract; have all children had prior experience (challenging disadvantage)? • *Physical Changes of state*: concrete and abstract concepts. • Structuring experiences to scaffold learners before introduction to abstraction (constructivist principles: Hands-on Minds-on)	**Component Substantive Knowledge** Solids and liquids in concrete form (ice and water) Physical properties to senses Physical change from solid to liquid and liquid to solid (reversible change) and role of heat Gas a form of matter which not as easily detected by senses Role of heat energy in change from solid to liquid to gas using physical experiences (jelly) Role of heat *energy* in change using abstract concepts: kinetic particle model		
	Light and Seeing: Component and Composite knowledge Some concepts built up of smaller concepts Specific misconceptions which can destabilise learning Value of Teacher subject knowledge to structure effective curricula and sources of support.	**Component Substantive Knowledge** Light is needed to see There are sources of light Light travels from sources Light travels in straight lines Light can be reflected from shiny surfaces (reflective) Reflected light continues to travel in a straight line Light can be scattered by non-reflective surfaces Scattered light continues to travel in a straight line Light that travels from a surface into the pupil of the eye enables seeing.		
Developing	**Assessment and Adaptive Planning: Electricity** Retrieve knowledge of *Working Scientifically* (Observation, Comparison, Exploration, Testing, Modelling plus Reading, Writing and Talking) The mixed experienced class and need for adaptive planning The progression of scientific conceptual thinking (application via worked examples (*plants, dissolving)* and own example *switches*. Supporting development of scientific vocabulary and the value of a good vocabulary for scientific attainment Socratic dialogue and high-quality questioning to support learning: Hands-on Minds-on Practice assessing work from real children identifying key indicators and providing quality feedback. Abstract concepts and Modelling for upper KS2 learners who require a curriculum at Greater Depth. Misconceptions associated with electrical circuits. Analysis and planning for conceptual change. Stages of thinking and Modelling are generic across the curriculum, not specific to electricity. Auditing subject knowledge, especially in terms of common misconceptions is essential for teachers.	**Component Substantive Knowledge** Construct a simple series circuits using wires, power cell/ battery and various components (buzzers, bulbs, motors) Impact of change quantity / voltage of power Add switches of various types (snap, pressure, two-way, reed) The nature of circuit to be an unbroken chain of conductive material normally metal, which continues throughout all components Electrical current as an abstract concept – not detectable by senses Short circuits Models for electrical current: physical "human" circuits passing objects, or rope with knots. Analogies such as water fountain in a pond Solar system model of the atom and role of electrons in electrical charge and current Electrical conductors and insulators in terms of movement of free electrons.		

	Progression of Concepts: Forces Inherent challenges when teaching forces –entirely abstract as only effect detectable; only live on Earth and so misconceptions are rife. Composite knowledge is built from components Constructivist principles [Hands-on Minds on] and strategies to effectively pre-assess learners *Friction*: self-assessment; vocabulary development; concrete experience to build foundations for KS3 learning *Water Resistance*: concrete Exploration experiences; physical and abstract explanations. Stages of conceptual thinking from Observation to Abstraction; adaptive planning. *Gravity*: effective pre-assessment strategies; self-assessment; thought experiments and pupils working at Greater Depth; common misconceptions. *Air Resistance*: abstraction; analysis of misconception that air is nothing and planning challenging experiences; heavy things and light things misconception.	**Component Substantive Knowledge** Newtonian ideas – objects which are not moving will continue not to move until a force is exerted upon then and objects which are in motion will continue in that motion until a force is acted upon them *Friction* – effect can be seen but not the force • Link between friction and surfaces • High and low friction situations • Model high and low friction inducing surfaces using toothbrushes. *Water resistance* • Relationship between shape and resistance • Size not mass • Physical explanation using appropriate terminology • Abstract explanation using kinetic particle model *Gravitation* • Pull not push • Not related to air pressure, rotation of Earth, magnetic core of Earth – use of thought experiments. • Gravity is the Earth and other planets' pull • Gravity is directly related to mass of planet • Gravity is directly related to distance from the planet		students in using this language effectively in their teaching. Worked examples are used in sessions and learning materials, and students are explicitly shown how to apply these tools to all areas of the science curriculum.
Extending	**Plants and Habitats: The outdoors, Real science and real scientists** • Retrieve knowledge of *Working Scientifically* (Observation, Comparison, Exploration, Testing, Modelling plus Reading, Writing and Talking) and Stages of Conceptual Thinking (Observations, Comparisons, Simple cause and effect explanations, Simple scientific explanations, Scientific explanations based on abstract ideas and models) • Identify common locally occurring plants and link to their habitat and ecological change • Adapting planning and giving feedback based upon assessment • Value of Inclusive Case studies of scientists in their field e.g. Marianne North and Tanisha Williams. [Challenging disadvantage]	**Component Substantive Knowledge** • Structure of plants including trees and requirements for life • Plants found in almost all environments • Recognise locally occurring native plants and trees • Know the features which suit a plant to its habitat • How plants gain and transport water • Plants make their own food • Reproduction in plants • Plants are the start of most food chains		

	Animals Including Humans and Evolution and Inheritance • Retrieve knowledge of stages of scientific conceptual thinking; practice applying to a new concept from *Plants* PoS • Recreate the work of Richard Owen on limbs (comparative anatomy and skeletal structure). • Progression of horse fossils and caterpillar hunt game. • Use of secondary sources for learning. • Common Misconceptions e.g Lamarckism or lack of variability in population and impact on learning • Case studies of seminal scientists in their field Darwin and Wallace, Mary Anning.	**Component Substantive Knowledge** • Sort animals including humans into groups (mammal, bird etc) using observable features • Requirements for life: ▪ water, food, shelter ▪ specific dietary components, reproduction • Animals reproduce and produce similar offspring, but offspring differ slightly from parents and each other • Variability in populations provides differing chances for survival when environments change. This leads to change in the population • Change over time is called Evolution • Fossil record • Horse fossils example to chart change over a long evolutionary time scale • Peppered moth as example of rapid evolutionary change.		
	Earth and Space • Constructivist planning models for Medium Term Planning – the 5Es • The value of context to support transfer of knowledge • Creative planning techniques to inspire and engage • Use of quality secondary sources • Plan, teach and review activities to challenge specific misconceptions (size, distance, moon phases, movement of Earth and moon in relation to sun) • Understanding nature of abstraction and use techniques to mitigate challenges	**Component Substantive Knowledge** • Earth, sun and moon as spherical bodies in space • Year and day • Phases of the moon • Solar system • Size, distance from sun		
	Living Things and Their Habitats: using the outdoors • Constructivist principles [Hands-on Minds-on] and progressive thinking • Sampling techniques for invertebrates: terrestrial = pooters, aquatic = pond dipping. • Feeding Relationships and use of concrete experience of local organism's samples to construct food chains not unfamiliar ones on a worksheet. • Value of Inclusive Case studies of scientists in their field e.g. Jane Goodall and Dian Fossey, and Lionel Yamb, Perpetra Akite. [Challenging disadvantage] School or Long Term Planning: using the NC to plan science across the year, creating effective, meaningful, useful cross-curricular links where appropriate.	**Component Substantive Knowledge** • Habitats are diverse and organisms are adapted to the conditions there • Feeding relationship can be represented as food chains • Energy transfer in food chains • Sampling techniques o Pooters and pits o Pond/ river/ canal dipping		

Return to Staged Expectations

Q4 CURC Computing Subject/module curriculum sequence document

Beginning	The students are introduced to the aim of the NC, its three strands and their characteristics alongside the expectations for children at the end of KS1 and KS2 in each strand of the Computing NC. There is a focus on Computational Thinking (CT) and the Computer Science (CS) strand and associated vocabulary, concepts and a range of pedagogical approaches and resources with the focus on the importance of subject knowledge and engaging learners. As preparation for their Beginning placement, we also look at the progression of knowledge, skills and understanding developed in the primary school and how individual lesson planning fits into this learning journey.	**Rationale for sequencing** Computing is sequenced to help students become confident, enthusiastic, and capable teachers of the subject. By developing student` subject knowledge in areas of computing where there is generally least confidence we can work on any misconceptions and start to get the students to develop a love and understanding of the subject. Computer Science and Computational Thinking, which is at the heart of the Computing NC are therefore introduced first, followed by Information Technology. Digital Literacy is `dripped` into the different modules with specific inputs on online safeguarding included as part of preplacement input. By the end of the three modules, students will have developed their subject knowledge in the three strands, so they feel more confident to deliver the computing NC in school. Their knowledge and understanding of planning will have developed from single lessons to sequences to thematic approaches. Students will have been introduced to practical ideas linked to school placements and key features and theories that underpin effective teaching of computing, including subject specific pedagogy which will have been modelled and evaluated. There will have been opportunities to observe and personally enact these in school.	**Links to CCF** High Expectations: Teacher expectations, Impact of high-quality teaching (2-4, 6) How Pupils Learn: students learn that the way they structure and support learning in computing should draw directly from theories around working memory, activating prior knowledge etc. (all statements) Subject and Curriculum: students are regularly checking their own subject knowledge. Teacher subject knowledge is crucial. Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills (1-8) Classroom practice: students learn to plan effective opportunities for learning using a range of interactive strategies (1-10) Adaptive Teaching: teaching small group and whole class computing, how to respond to the needs of all (1-5,7) Assessment: using different kinds of assessment, understand prior learning to support next steps (1,2,4-6) Managing behaviour: using a variety of approaches that ensure children can access learning conveyed with and through digital technology (1,2,4,7) Professional behaviours – knowing where to go for help and guidance (1-2,7)
Developing 1	In this developing phase we look to build on students` confidence and understanding. We focus on developing students' subject knowledge linked to computing systems and networks and how these enable communication and collaboration. This leads into a focus on the Information Technology (IT) strand, the key concepts and skills that need to be taught and suitable pedagogical approaches. This is includes using software for creative computing for example video, animation, sound editing, digital art, data handling and the use of purposeful, cross curricular contexts for developing IT knowledge, understanding and skills. The use of software to support inclusion, including alternative ways of them expressing their understanding in other subjects is also included Before placement we build on the lesson planning from year one and look at how we can develop a sequence of lessons.	**Examples of research and evidence** Batty, N. and Metcalfe, J.(2022) *Safeguarding (*Chapter11*).* In: Cooper, H and Elton-Chalcraft, S. (eds.) Professional Studies in Primary Education, 4th edition. SAGE Publications, London, UK. Bell T., Vahrenhold J. (2018) CS Unplugged—How Is It Used, and Does It Work?. In: Böckenhauer HJ., Komm D., Unger W. (eds) Adventures Between Lower Bounds and Higher Altitudes., vol 11011. Springer, Cham. Morris, D., Uppal, G. and Wells, D. (2017) Teaching computational thinking and coding in primary schools. London: Learning Matters Raspberry Pi The Big Book of Computing Pedagogy Available to download at https://helloworld.raspberrypi.org/issues/0 Turvey, K., Potter, J., Burton, J., Allen, J. and Sharp, J. (2016) Primary Computing and Digital Technologies: Knowledge, Understanding and Practice. Seventh Edition. Los Angeles: Learning Matters	**Other useful information and links** Students audit their own knowledge of computing and set targets to work on based on their individual subject knowledge and experience. The modules support students in developing their subject knowledge but also their understanding of subject specific pedagogical theory. On each' placement students will have the opportunity to observe, teach and assess computing, developing their practice over the three phases.
Developing 2	In this phase there will be a focus on thematic planning, assessment and reflection on subject knowledge Cross-curricular teaching and learning can provide a context for Computing. Digital Technologies as a tool for teaching and learning Assessment of Computing – different strategies and approaches Improving subject knowledge – where to go for suitable information To prepare students for placement and to support their observations and involvement in computing activities in school there is a focus on developing their planning skills further with a focus on thematic planning.		

Return to Staged Expectations

Module title: 4 Year QTS Physical Education CURC (new Validation)

Programme of work

Beginning Phase	In this phase students understand why we teach Physical Education and what we are trying to develop in the children that we teach. Students develop their knowledge surrounding the outcomes of Physical Education through PIES (Physical, intellectual, emotional and Social) and begin to plan simple learning episodes. There is a focus on Physical Literacy and Fundamental Motor skills, whilst developing the early stages of teaching dance and Games. Students will understand the importance of using STEP (Space, task, equipment and people) as a way to adapt teaching and to ensure a safe environment for learning.
Developing Phase	After beginning placement, students continue to develop progression of physical skills from fundamental motor skills. There is a focus on what good teaching in Physical Education looks like, with student's developing their planning in a range of activities, and utilising a range of assessment strategies to check learning. Students learn a range of curriculum areas Students will explore Teaching games for understanding in order to develop a range of teaching approaches in games activities.
Extending Phase	After developing placement students will understand the difference between competition and collaboration. They develop a range of strategies to incorporate competition in their lessons, without resulting in lack of pupil motivation. They look at a range of ways of engaging all pupils in both physical activity and health and consider SEND in order develop meaningful activities where all can make progress

Rationale for sequence

This phase provides knowledge and understanding of the key terminology and concepts that students require to make sense of what they are seeing in school. The initial seminar identifies the key differences between Physical Education, Physical literacy and fundamental motor skills.
The overview builds a foundation of knowledge and how this develops over key stage one and two.
It is important that students are motivated to teach Physical Education and appreciate the capacity they have to change opinion. By looking at a range of strategies for the teaching of physical Education, students will develop an inclusive approach to teaching all areas of the physical Education National curriculum.

Examples of key literature utilised

Castle. N., Little.R., Howells. K and Carney. A (2017) Mastering Primary Physical Education. Bloomsbury Academic

Lawrence. J. (2018) Teaching Primary Physical Education (2nd Ed). Sage Publications

Pickard. A and Maude P (2021) Teaching Physical Education Creatively (2nd Ed). Routledge

Rose. J (2017) Bloomsbury curriculum basics: Teaching Primary PE: everything you need to teach Primary PE. A and C Black

Vickerman P., Maher A. (2019) Teaching Physical Education to children with special educational needs and disabilities (2nd Ed). London: Routledge Williams

Core Content Framework links

High Expectations – Teacher expectations (3) Impact of high quality teaching of Physical Education(6)
How Pupils Learn— students learn that the way they structure and support learning in physical education draws directly from theories around working memory, developing learnt responses around gross and fine motor skills.
Subject and Curriculum– students are regularly checking their own subject knowledge. Teacher subject knowledge is crucial (2-5,7,8, 9,10)
Classroom practice – students learn to plan effective opportunities (all statements)
Adaptive Teaching - Utilising the STEP principle to adapt all activities, how to respond to the needs of all (1-4,5,6)
Assessment – using different kinds of assessment, understand prior learning to support next steps. (1,2,4-6)

Other useful information

The Physical education sessions build on subject knowledge over time, re enforcing key concepts through a range of different curriculum areas.

The module works through the curriculum areas of Physical Education in a practical way. Participation allows for a greater understanding of how the individual skills are developed and gives the student the opportunity to break down the skills effectively in order to teach.

On each placement students will hopefully observe, teach and assess physical education, developing their practice over the three phases.

Return to Staged Expectations

History – CURC4201/CURC5202/CURC6302

Beginning	**<u>CURC4202</u> - 1 hr lecture + 3 x 2hr** **Introduction to the National Curriculum & EYFS** **Key concepts in History** – Chronology, Knowledge and Understanding, 'Being an Historian', Historical Enquiry and Interpretation **Using Primary Sources**: Visual Images, objects, Documents, Local History, Archaeological evidence- including examples of activities for EYFS. **Introducing second-order concepts** – e.g. significance – people – Dawson/Counsell's definitions	***Rationale for sequencing***	***Links to CCF***
		The students need to understand the basics of history and how to teach engaging lessons, what primary source evidence is and how to use it with children in Yr 1. In Yr 2 we move on to explore secondary sources, second-order concepts, and considerations such as diversity, equality and SEND. These link in to our LLTR (Education Studies modules) and the Staged expectations for our placements. In the Yr 3 Module we examine assessment in history and how history can be used as a basis for good cross curricular teaching. We firmly believe the students need to understand what history as a discipline is before combining it with other subjects or the essential nature of history can be lost.	**How Pupils Learn** (Standard 2 – 'Promote good progress'): 1, 2, 6, 7, 8, 9 **Subject and Curriculum** (Standard 3 – 'Demonstrate good subject and curriculum knowledge'): 1-10 **Classroom Practice** (Standard 4 – 'Plan and teach well-structured lessons'): 1-8 **Adaptive Teaching** (Standard 5 – 'Adapt teaching'): 1-5, 7 **Assessment** (Standard 6 – 'Make accurate and productive use of assessment'): 1-7
Developing	**<u>CURC5302</u> – 3 x 2hr** **Developing Tier 3 Vocabulary –** discussion and debate, stories and storytelling, role play and drama. **Progression –** practical examples e.g. Remembrance Day – ordering the activities for a whole school event, consideration of language development **Long term planning for history**, choosing the suitable units, threads and pathways for second -order concepts **Inclusion and SEND in History** – Quality first teaching, what does progress look like, adaptations	***Examples of research and evidence***	***Other useful information and links***
		Cooper, H. (2014) ***Writing History 7-11***. Historical Writing in different genres. London and New York. David Fulton. Dixon, L. and Hales, A. (2014) ***Bringing History Alive through Local People and Places*** London: Routledge Doull, K. Russell, C. and Hales, A. (2019) ***Mastering Primary History*** London: Bloomsbury Moore, H. (2017) ***Using Artefacts and Sources Creatively***, in H. Cooper (ed.) Teaching History Creatively, 2nd edition. London: Routledge, pp. 1-87. Temple, S. (2017) ***Using Archives Creatively***. pp 87-104. Cooper, H. (ed) Teaching History Creatively. London. Routledge. Turner-Bisset, R. (2012) ***Creative Teaching- History in the Primary School*** 2nd Edition Abingdon: David Fulton – although it's now dated this is a good basic introduction to teaching history Quigley, A. (2018) ***Closing the [Vocabulary] gap*** Abingdon: Routledge	A site visit may be included to a local museum or historical site. Useful web sites: www.history.org.uk/ www.nationalarchives.gov.uk/education https://historicengland.org.uk/images-books/archive http://www.cumbriaimagebank.org.uk/
Extending	**<u>CURC6302</u> – 3 x 2hr** **Assessment of history** **Using history as a focus for cross curricular projects** with a focus on the Ancient Civilisations **Improving subject knowledge** – where to go for suitable information		

Module title: CURC 4202 and 5202 6302 Curriculum Carousel Geography

Return to Staged Expectations

Programme of work

Beginning Phase

In this phase students are introduced to the subject of 'geography' through an academic and practical school-based lens, they reflect on their own learning and experiences, learn the subject's nature and needs (that geography is the study of everything on the planet, the need to widen children's experiences, the study of people and places, the need for geography to be taught well in schools, the development of knowledge and understanding and interest about the world at a variety of scales, the relevance to people's lives, the promotion of positive attitudes and values) the 7 key concepts (place, space, diversity, interdependence, changing physical and human features, environmental interaction and scale) and Catling's 10 threads of geographical learning (me in the world, neighbourhood and community, connecting to the wider world, other people, other place and me, seeing and representing the world, encountering issues, seeing change and effect, caring for the world, heading into the future and the world today).
Students learn and experience examples of geographical skills (developing vocabulary, using and making maps, fieldwork, communicating ideas, use of ICT, thinking and problem solving skills, interpersonal skills and using a variety of secondary sources), they are introduced to the National Curriculum and learn what notions of good practice in primary geography are. Students are introduced to the wide learning potential of the subject and will learn the importance of connecting good teaching, with a sequence of key enquiry questions, geographical skills and the NC requirements. Students conduct an audit of current confidence in primary geography, are made aware of the essential importance of teacher subject knowledge for planning quality geography.

Developing Phase

In this phase students will learn how to plan good geography lessons and will be introduced to ways in which geography might be assessed through formative processes and a variety of summative means. Students are introduced to a wide variety of learning sources and that can be used to support children's learning (written sources, stories, photographs, maps, artefacts etc) and are introduced to the importance of fieldwork and successful fieldwork practice (including use of risk assessment, exemplar planning example, fieldwork within a sequence of learning and a variety of fieldwork techniques for use with children (recording techniques, observation, interpersonal skills, thinking and problem solving, engaging the senses, use of ICT and development of language) and that learning may be adapted for different children's learning needs. Students will be introduced to the notion of creative teaching in geography and will explore academic notions of creativity as well as being introduced a wide selection of examples and pedagogical approaches . Students will complete a topic mind map to develop their subject interest and confidence, including ways in which a teacher might amplify geographical learning in schools through creative and cross-curricular teaching,

Extending Phase

Students will recap the learning above and will further their understanding of how adaptive teaching and seeking wider opportunities, including the use of extended learning, fieldwork, connecting to other schools, CPD, drawing on their own experiences and connecting to family and community. Students will be introduced to the requirements for high-quality medium-term planning for geography and will use a planning success criteria to plan a progressive geography learning sequence. students will also explore the use of distant places as a way of developing knowledge and understanding, developing geographical skills and ways to challenge stereotypes, misconceptions and prejudice. Students will learn the 7 key place questions: where is this place, what is this place like, why is this place like it is, how is this place changing, what is it like to live in this place, how this place is connected to other places and how this place is similar and different to my place. At this point students will also consider the learning value of current 'issues' at a local, regional, national and world scale. Students will be introduced to a wide variety of examples and pedagogical approaches that can be adopted to expand children's knowledge and understanding (role play, exploring scenarios, De Bono's Thinking Hats, The Mantle of the Expert etc), their use of fieldwork and problem solving and discussion and a wider appreciation of ways in which secondary sources (photographs, news items, video, maps, real people etc) can be best used to support learning enquiries and how a wide variety of ways to communicate children's learning can be used to report and assess achievement.

Rationale for sequence

The beginning phase programme offers a rich introduction to primary geography by providing knowledge and understanding of the nature of the subject, of key geographical concepts and learning expectations (including notions of high quality geography and the requirement to adapt teaching where necessary) and focusses on informing and enthusing student teachers, The D phases focuses on what to include when planning effective geography (including fieldwork) and an introduction to subject skills. This phase aims to move from informing and enthusing to empowering students to be able to plan, teach and assess geography confidently on placement. Phase E aims to continue to inform, enthuse and empower by enriching student appreciation of the potential of geography in schools and how it may be most effectively taught. Upon completion of the course students should feel ready to apply concepts of high quality *teaching* to notions of high quality *geography* and feel confident to be able to independently plan, resource, teach, assess and critically reflect on the teaching of geography on their E placement and beyond. Students will critically reflect on their own experiences as learners, will examine the wide power and potential of the subject and will consider their role in the future success of geography in schools - students are given the tools and ways of thinking for this quality 'geography journey' to begin.

Core Content Framework links

High Expectations – Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. (2) Teacher expectations (3) Impact of high quality teaching (6)
How Pupils Learn— students learn that the way they structure and support learning in geography draws directly from theories around working memory, activating prior knowledge etc. (all statements)
Subject and Curriculum– students are regularly checking their own subject knowledge. Teacher subject knowledge is crucial (1-7)
Classroom practice – students learn to plan effective opportunities (1,2,6,7,11)
Adaptive Teaching - the importance of inclusive and adaptable geography that cater for the needs of all (1-3)
Assessment – using different kinds of assessment, understand prior learning to support next steps. (1,2,4-6)
Managing Behaviour – all children have the opportunity to experience success (4)
Professional Behaviours – (2,4,& 7) Wider contrinution, working with parents etc

Other useful information

In each phase students are encouraged to critically reflect upon their school-based experiences of geography thus far, to revisit their geography audit to seek ways to focus further development of knowledge, skill and understanding and to be thinking ahead to further familiarize themselves with the expectations for placement key stages and how high quality geography links to concepts of high quality teaching as explored in core and masters modules. Students are encouraged on placements to watch and teach geography and to discuss geography provision with school-based colleagues, including geography leader. Throughout B, D and E phase students are encouraged to access geography support materials and to seek support form tutors if necessary, whilst also being encouraged to seek the opportunity to teach geography and to try (with support) to plan, lead and reflect upon a fieldtrip (or outdoor learning) experience.

Examples of key literature utilised

- Barlow, A and Whitehouse, S. (2019) *Mastering Primary Geography*. London: Bloomsbury Academic
- Catling, S and Willy, T. (2010) *Teaching Primary Geography*: Learning Matters
- Catling, S and Willy, T (2018) *Understanding and Teaching Primary Geography*: London: Sage
- Cooper, H {Ed} (2006). *Geography 3-11 A Guide for Teachers*. London: Fulton
- Pike, S (2015) *Learning Primary Geography*. London: Routledge
- Rowley, C and Cooper, H (2009). *Cross-curricular Approaches to Teaching and Learning*. London: Sage
- Scoffham, S (2013) *Teaching Geography Creatively*: Routledge. London
- Scoffham, S (2010) *The Primary Geography Handbook*. Geographical Association

Foreign Languages Curriculum Carousel

Programme of work

Beginning Phase	Languages in primary education/ **Context:** Familiarisation with documents (KS2 framework for languages, Language programme of Study KS2 /programmes of work). Completion of a subject audit: identification of strengths and areas for development. Introduction to the strands (Oracy /Literacy/ Intercultural Understanding). Students are shown how to embed IU in a KS2 Language topic: á l'école : Comparison of French school day and English school day; use of authentic material to introduce and practice vocab (video, French timetables for primary school children, bilingual stories, displays etc.). Students introduced to ideas for activities that could be created to develop IU on several topics or that can be embedded in the FL classroom such as celebrations/ events/ greetings/ food/etc.
Developing Phase	To understand the **planning process**: to plan and teach well-structured lessons which enable pupils to make progress in Modern Languages. **Learning Plan:** Tutor models a lesson on 'clothes' using a variety of pedagogical approaches and resources to introduce, consolidate and practice vocabulary and structures. Students are introduced to the different building block of language progression: phonics/**vocabulary**/grammar using activities that develop listening, speaking, reading and writing skills. Approaches to cross curricular opportunities and how to make MFL inclusive to all learners are a considered (supported with reading). Analysis of the content of 2 French lesson plans: opportunity to discuss and give feedback on the structure, cross curricular links and inclusive approaches of each LP.
Extending Phase	In this phase how to embed **phonics** and **grammar** in MFL planning will be considered. Students will be taught how to incorporate phonics as part of a lesson or how it can be taught discretely; they will be introduced to activities (L,S,R W) to practice different sounds in the target Language. They will also develop their grammatical understanding and skills and devise activities focusing on specific grammatical points that could be used in the classroom. Reference to CLT will be made to support the process of language acuisition. To prepare students for placement and to support their observations and involvement in MFL activities in school there is a focus on developing their planning skills further.

Rationale for sequence

The **beginning** phase helps the students to remove preconceptions about Language teaching and learning and gain confidence in teaching FL using 'Raising Intercultural Understanding awareness' in the Language classroom as a focus. Students are made aware that motivational factors such as:

- pupils' perception of the usefulness of the language and involvement in intercultural activities and exchanges
- discovering more about other cultures and peoples, the context in which the language is rooted(Ofsted, 2021), are also relevant to language teaching and learning.

In the **developing** phase, students are introduced to the planning process, with a focus on structuring language learning.
Tutor models a language lesson, deconstructing learning and demonstrating activities/practical ideas, and strategies that underpin effective language teaching. Opportunities for cross curricular approaches are discussed.
In the **extending** phase it is the responsibility of students to autonomously increase their subject knowledge, particularly on phonics and grammar..

Examples of key literature utilised

British Council (No date) , Primary Language Starter Pack
Connor, J. (2017) Addressing needs and disability in the curriculum Modern Foreign Languages, London, Routledge.
Conti, JF., Smith, S.(2021) Memory: What every language teacher should know.
Ellis, P. &Harris, L . (2018) Approaches to Learning and Teaching MFL: a toolkit for international teachers. Cambridge university press.
Jones, J. & Coffey, S. (2012) Modern Foreign Languages from 5 to 11 London: David Fulton : Chapter 8-9
Kirsh, C.(2008) Teaching Languages in the Primary School . Continuum books, London
Sharpe, K. (2001) Modern Foreign Languages in the primary school London: Kogan Page
Mitchell, R. &Myles, F. (2019) Learning French in the UK setting: Policy, classroom engagement and attainable learning outcomes. Apples – Journal of Applied Language Studies Vol. 13, 1, 2019, 69–93
Watts, C., Forder, C., Phillips, H. (2012) Living Languages: an integrated approach of teaching Foreign Languages in Primary Schools. London, Routledge

Return to Staged Expectations

Core Content Framework links

High Expectations –How Pupils Learn— Students learn that the way they structure and support learning in Languages. It draws directly from theories around working memory, activating prior knowledge etc. (all statements)
Subject and Curriculum–Teacher subject knowledge is crucial . Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain/Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.
Classroom practice –Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible
(all statements)
Adaptive Teaching - Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success .
Assessment – using different kinds of assessment, understand prior learning to support next steps.

Other useful information

Students complete their own MFL audit and identify areas of development , they are encouraged to set their own targets and put in place an Action Plan.

Return to Staged Expectations

Module code and Title: CURC 4202 & CURC 5202, 6302 Religious Education element

Beginning	Students are taught about the unique place and nature of RE in the primary curriculum and the legal requirements for RE and Collective Worship. Students are invited to consider their own attitudes to religions and Religious Education and the baggage they bring to the subject. Through interactive modelled, engaging RE lessons students reflect on key features of effective RE and different types of knowledge in RE (Ofsted2021). Students are introduced to different types of concepts in RE. They are shown how to identify and use concepts to help them plan RE lessons. Students complete a subject knowledge audit and are given research task to use recommended books and reputable websites, so they understand where to go to develop their own subject knowledge gaps.	**Rationale for sequencing**	**Links to CCF**
Developing	Following the beginning placement, students are taught about unique aspects of planning and assessment in RE to build on their generic input on this in their course and on placement. Students look at key concepts; how to plan for progression and cross-curricular opportunities with RE. They are encouraged to represent religions as diverse and global. They consider how to make RE inclusive to all learners. Students are given further research tasks to build up their substantive subject knowledge. They consider the role of visits and visitors to enrich RE teaching.	The RE is sequenced to help students become confident, enthusiastic and capable teachers of the subject. By starting with the students own attitudes and barriers in the beginning phase we can work on any misconceptions and support the students to develop an enthusiasm for and understanding of the subject and its impact for learners. The key features and the theories that underpin effective teaching strategies are modelled and developed with practical ideas linked to school placements. Opportunities for cross curricular approaches as well as discrete RE are discussed in the developing phase. In the extending phase the responsibility moves to the student to autonomously increase their substantive subject knowledge; their understanding about 'ways of knowing' and their personal knowledge.	<u>High Expectations</u> – Teacher expectations Impact of high quality teaching (1-6) <u>How Pupils Learn</u>–– students learn about effective RE pedagogy and how to combat religious stereotypes. (all statements) <u>Subject and Curriculum</u>– students are regularly checking their own substantive subject knowledge. (2-5,7,8,) <u>Classroom practi</u>ce – students learn how to plan effective RE lessons (all statements) <u>Adaptive Teaching</u> - teaching whole class RE, how to respond to the needs of all (1-4,5,6) <u>Assessment</u> – using different kinds of assessment in RE, understand prior learning to support next steps. (1,2,4-6) <u>Professional Behaviours</u> – Teachers need to model respect for religions and worldviews.
Extending	In this phase there will be a focus on thematic planning, assessment and reflection on subject knowledge. To prepare students for placement and to support their observations and involvement in computing activities in school there is a focus on developing their planning skills further with a focus on thematic planning.	**Examples of research and evidence**	**Other useful information and links**
		• Clarke, C. and Woodhead, L. (2018) A new settlement Revised :Religion and Belief in school available at http://faithdebates.org.uk/wp-content/uploads/2018/07/Clarke-Woodhead-A-New-Settlement-Revised.pdf • Elton-Chalcraft, S. ed (2015) *Teaching RE Creatively* London: Routledge (2nd edition due 2023) • James, M & Stern, J (2019) *Mastering Primary Religious Education*. London: Bloomsbury • Ofsted (2021) Research Review Series: Religious Education. London: Ofsted. • Webster, M. (2010) Creative Approaches to Teaching Primary RE. Harlow:Pearson.	Students audit their own knowledge of Religions and Belief systems and are encouraged to set personal and professional targets to develop their own knowledge. The RE input in the CURC modules supports students in understanding disciplinary knowledge (Ofsted 2021) in RE, but also develop their substantive knowledge. On each placement, students will have opportunities to observe, teach and assess RE, developing their practice over the three phases. The tutor will be available throughout their course for individual support and advice.

Design Technology Curriculum and Sequence Document

Beginning Phase	**Learn that**: the Design process supports development of products 'fit for purpose' both functionally and aesthetically **Topic area** :Textiles **Make activity** -Design and manufacture focus Textiles–Puppets, Bags , slippers • The 8 step process of DT, involving disciplinary skills and knowledge, should underpin planning; • skills from the DT toolkit are used by designers and manufacturers. • We can progress children's skills through careful planning in a scaffolded, structured way. **Learn how to:** • Recognise the process and tools of Design and manufacture (disciplinary understanding) which can help children learn scientific concepts (Substantive knowledge) • Generate DT activities to support learning and awareness of specific branches of Design and Technology namely the areas of design, materials, structures, mechanisms, electrical control and nutrition. • Apply skills, knowledge and understanding from the National Curriculum into practice. Plan activities that reflect the process below: CONTEXT ; INVESTIGATE and EVALUATE - Look at products that currently meet that NEED and reflect on how they might be improved ; NEEDS ANALYSIS (criteria/specification); GENERATING IDEAS – sketch and reflect on how and why these ideas may be suitable.; FOCUSED PRACTICAL TASKS; DESIGN AND MAKE ACTIVITY – Chose materials and processes, consider H&S then make prototypes / development products for testing.; ASSESS AND OPTIMISE- How do you determine fitness for purpose? Test and make improvements. PRESENTATION • Substantive skills related to textiles such as sewing, properties of different fabrics and adhesives, etc **Topic area**: Moving Mechanisms **Make activity**: Pop-up books and cards **Planning :** • Cross curricular and or thematic approaches because conceptual thinking skills alone have limited value without a substantive understanding of the process, knowledge of materials or functionality and referencing of appropriate scientific and mathematical principles. • Craft activities and DT are **NOT** the same thing. • DT should develop the concept of the definition of quality as a product that is **''FIT FOR PURPOSE'**. For example Products must meet an aesthetic and/or a functional need whilst being durable enough for a required life before failure. •Using the design method creatively. •Substantive skills related to paper engineering such as properties of different adhesives, use of craft knives and self-healing boards, etc •**PDA Topic area:** Cooking and nutrition •**Make activity**: Learn to make simple savour dishes The national curriculum requirements in relation to food.
Developing Phase	**Learn that**: Social Constructivist principles allow children to create high quality products through structured, planned, well resourced learning experiences. Assessment of pupils' Conceptual Thinking skills informs teachers' planning for classes, groups and individuals (**Adaptive planning)** – doing the right thing, at the right time, in the right way. **Topic area** :Moving Vehicles **Make activity** -Design and manufacture a wheeled vehicle The design method (from Beginning phase) Wheeled vehicles Substantive knowledge fixed and loose wheels and axels Substantive knowledge of wood working tool use / use of reclaimed materials links to science i.e. friction and mathematics i.e. geometry and accurate measurement. **Topic area** :Moving Vehicles **Make activity** – manufacture test and optimise a wheeled vehicle The design process brings together science, Mathematics visualisation skills and uses these when problem solving. Revisit the need for attention to detail and how prototyping can help make the decision-making process more useful and effective. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, axles, levers and linkages] **Topic area** : Static Structures and Environmental recycling **Make activity** – Using a defined amount of paper and thin card design a tall tower to take a load of 750 g. The methodical investigation of the stability, strength and rigidity of a structures. The basic objective in structural analysis and design is to produce a structure capable of resisting all applied loads without failure during its intended life To know how struts fail and learn how struts can be strengthened. Struts are made from paper.

Design Technology Curriculum and Sequence Document

Programme of work

Extending Phase

Learn that: Carefully planned sequences of activity create a curriculum which generates new, usable knowledge for children which can be retained (Medium Term Planning).
Long Term school planning allows increasingly skilful application of designerly behaviours (Disciplinary Knowledge) and retention of scientific and engineering subject knowledge (Substantive knowledge)

Topic area :Leavers & Linkages and Pneumatics **Make activity** – Exploring and prototyping mechanisms devised of levers & linkages and pneumatics

- Revisit the process of DT, involving disciplinary skills and knowledge, which should underpin planning;
- We can progress children's skills through careful planning in a scaffolded, structured way.

Learn how :

- Levers, pivots, and a fulcrum can create and change movement within a mechanism. Confidently use terminology. (Substantive knowledge)
- Precision in design and execution is essential for mechanisms to work effectively (or at all!) Application of mathematical measuring skills to engineering projects.

Topic area: Cams and Gearing **Make activity**: Design and Make Cam Toy and gearing construction kits

- Develop skills with woodworking tools and materials / reclaimed materials to produce in order to teach children effective tool use techniques
- Evaluate protentional of constructions kits such as Lego technic for teaching structures and mechanisms elements of NC
- Substantive knowledge related to topic specific vocabulary

PDA Topic area: Professional Development and meeting the Teaching Standards in DT

•Reflect upon own subject knowledge and skills in terms of DT audit and plan further actions as appropriate.

Rationale for sequence

Develop student's knowledge of the requirements for Design Technology and the specific subject and pedagogical knowledge required to teach the subject effectively. Students will recognise the complimentary relationship between the domains of behaviour management, pedagogy, curriculum, assessment and professional behaviours in relation to Design Technology.

Examples of key literature utilised

Richardson, R.; (1996), ***Planning primary design & technology;*** *London:John Murray*

Ball, D. L., Thames, M. H., & Phelps, G. (2008) Content knowledge for teachers: What makes it special? Journal of Teacher Education, 2008 59: 389 DOI: 10.1177/0022487108324554 [Online] Accessible from: https://www.math.ksu.edu/~bennett/onlinehw/qcenter/ballmkt.pdf.

BAYNES, K. Design education: what's the point?. **Design and Technology Education: An International Journal**, [S.l.], v. 11, n. 3, may 2008. ISSN 1360-1431. Available at: <https://ojs.lboro.ac.uk/DATE/article/view/Journal_11.3_1006_R

EGGLESTON, John. Design & Technology Teaching. **Design & Technology Teaching**, [S.l.], v. 24, n. 2, Aug. 2009. ISSN 0958-3017. Available at: <https://ojs.lboro.ac.uk/DTT/article/view/889

Lawson, B. (2006), How designers think: the design process demystified, 4th ed., Oxford; Burlington, MA: Elsevier/Architectural.

Lim S, Lim-Ratnam C, Atencio, M. (2012) *Understanding the Processes Behind Student Designing: Cases from Singapore.* National Institute of Education, Nanyang Technological University, Singapore

Core Content Framework links

High Expectations – Teacher expectations (3) Impact of high quality teaching of the process of design and technology (6)

How Pupils Learn— students learn that the design process followed underpins learning in DT. It draws directly from theories around working memory to apply understanding of other subjects (particularly science and maths) and the developing of hand skills using a range of tools.

Subject and Curriculum– students are regularly checking their own subject knowledge alongside developing an awareness of how technology has progressed and is likely to develop in the future. Teacher subject knowledge is crucial (2-5,7,8, 9,10)

Classroom practice – students learn to plan effective sequences' of learning opportunities that lead to a defined outcome (all statements)

Adaptive Teaching - Learn how to model and scaffold the learning of skills utilising the DT process to develop creativity, and problem solving through teamwork. How to respond to the needs of all (1-4,5,6)

Assessment –using different kinds of assessment, understand prior

learning to support next steps to converge on an understanding of Quality as being 'Fit for Purpose' (1,2,4-6)

Other useful information

Successful learning in DT Success Criteria look like:

Enabling -I CAN the working out how things work and why they are fit for purpose

Capability and skills I CAN draw and model and communicate thoughts and ideas to others

Confidence -I CAN articulate opinions on what I like and dislike and state why.

Recognition- I CAN pick the appropriate tools, techniques and processes

Safety Awareness- I CAN work safely

Understanding -I CAN explain how the world around me works and predict change in the future

Knowledge- I CAN select materials based on their properties.

Team working –-I CAN work with others to meet time objectives

Commitment- I CAN show commitment to a challenge and achieve the objective.

Return to Staged Expectations

Subject/module curriculum sequence document CURC 4301/5301/6301

Beginning	Trainees will engage with the National Curriculum requirements for the Art and Design curriculum through the EYFS (Early Years Foundation Stage) 2021 statutory framework, the National Curriculum 2013 programmes of study and the NSEAD (National Society of Educators in Art and Design) framework. They will learn the essential strands for all key stages are generate ideas and making; media, techniques, and the visual elements; knowledge and evaluating. Trainees will learn that the processing skills used to develop or create are invention, analysis, expression, imagination, and observation and that these should be planned and taught alongside technical skills relating to specific media and processes. They will know that high quality art and design education will provide opportunities for children to experiment, invent and create and a teaching sequence model of knowledge, investigate, analysis, make and evaluate can be used to plan lessons which do this, and they will plan an art lesson using this model. They will learn that the visual elements are line, shape, form, space, tone, pattern, colour, and texture. Trainees will understand that drawing is a key exploratory tool and the importance of teaching it across all key stages. Also, they will be introduced to the use of sketchbooks to develop drawing and the processing skills of art and design. Trainees will then explore the technical skills of drawing and painting and apply their understanding of the visual elements. They will understand how they can teach the visual elements through drawing and painting using various techniques to create line and mark making. Trainees will be introduced to planning progression in drawing and painting and what this would like in children's work	**Rationale for sequencing** The module starts with a focus on exploring the core strands of the subject across the key stages, so trainees have a clear understanding of national expectations in this subject area. Attention is placed on the importance and value of the Arts and creativity in school and society. Therefore, high-quality learning opportunities are essential for the holistic development of children. • The first phase provides knowledge and understanding of the key terminology and concepts that students require to make sense of the Art and Design National Curriculum 2013. Students are introduced to the processing skills which are developed during artistic activities: invention, analysis, expression, imagination, and observation. Trainees will understand that the visual elements of art are shape, form, line, texture, colour, pattern, space, and tone. They will learn technical skills in drawing, painting and colour mixing. Students will be given hands on experience to develop their skills in these specific techniques. Once students have a grasp of these skills, they will then plan sequences of lessons which incorporate a make, idea, knowledge and evaluate teaching sequence model. Trainees will learn the value and importance of using art sketchbooks to develop drawing and processing skills in the Art and Design curriculum and this will be a continuous learning tool throughout this module. • During the second phase, their knowledge of Art and Design curriculum is further developed into their understanding of critical studies (Know about artists, architects, and designers in history) and its role and purpose in the classroom. They will use their knowledge the visual elements, drawing and painting and apply it to this strand of the curriculum. Considering their placement, students will reflect on the management and organisation of the art and design in the school environment and understand how the teacher and carefully designed activities can overcome these barriers. Trainees will continue to build their own technical skills in print making and clay work. Trainees will develop an understanding of how sketchbooks can be used during these techniques. • The third phase develops skills in textiles as this area pulls together many visual elements. It appears in the final phase as it requires teacher confidence and excellent knowledge in classroom management strategies. Students will evaluate assessment material and strategies to measure progress in Art and Design. To finish the module trainees will explore ways to promote curiosity through Art and Design.	**Links to CCF** High Expectations – Teacher expectations Impact of high-quality teaching (1-6) How Pupils Learn— students learn the way to structure and support learning in art and design for pupils to immerse themselves in the subject (2, 6, 7, 9) Subject and Curriculum– Teacher subject knowledge is crucial (2-7) Classroom practice – students learn to plan effective art and design (2-4, 6-9) Adaptive Teaching - understanding of differences and needs with the art and design environment (1, 3, 7) Assessment – addressing the iterative process of assessment in art and design (1, 2, 4, 5)
Developing	Trainees will consider their experience of Art and Design in school and relate to their previous learning. They will reflect how the management and organisation of the Art and Design curriculum can develop core processing skills. Trainees will be made aware of the barriers to learning and how the planning of activities which give opportunities to experiment, invent and create can overcome these barriers. Alongside this, trainees will be asked to reflect on the role of the teacher in creating high quality Art and Design lessons. A focus of this phase will be the knowledge of artists strand from the NC programme of study. Practical work will revolve around looking at works of art and design by notable artists, crafts people, architects, and designers. Trainees will know the value of studying artists, works of art and understanding the historical and cultural development of art forms. Focus will be given to the technical skills involved in printing and clay work. Trainees will use their growing knowledge of the Art and Design curriculum to plan a series of lessons using works of art and design as a starting point.	**Examples of research and evidence** https://www.artscouncil.org.uk/sites/default/files/download-file/Governor%20Guides%20-%20Arts%2C%20Culture%20and%20Creativity.pdf Barnes, R. (2006) *Teaching art to young children 4-9.* 2nd edn. Abingdon: Routledge Falmer Gregory, P et al. (2020) *Mastering Primary Art and Design.* London: Bloomsbury Academic. Hallam, J., Das Gupta, M. and Lee, H. (2011) 'Shaping children's artwork in primary classes insights from teacher child interaction during art activities' in *International Journal of Early Years Education,* 19 (3-4) pp 193-205. Hearne, S, Cox, S. and Watts, R. (2014) *Readings in Primary Art Education*. London: Intellect Books. Hope, G. (2008) *Thinking and Learning Through Drawing.* London: Sage. Key, P. & Stillman, J. (2009) *Teaching Primary Art and Design*, Exeter: Learning Matters. Ogier, S. (2017) *Teaching Primary Art and Design.* Learning Matters	Other useful information and links Discussions and exemplars based on students' own experiences and observations of art and design on school-based placements. Links made to placement curriculum target setting where appropriate.
Extending	In the final phase, trainees relate their previous learning to the assessment of art and design across the key stages. They will know that the key areas to assess in art and design are generating ideas, making, evaluating and knowledge. Trainees will reflect on the learnt knowledge of the progression of technical skills in the taught processes to create assessment criteria across Key Stage 1. They will develop technical skills in textiles and recognise progression of skills in this area. Finally, trainees will know the importance of promoting curiosity in children and learn specific ways this can be done through the Art and Design curriculum.		

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Subject/module curriculum sequence document Drama

Beginning	Trainees will engage with the National Curriculum requirements for drama through the EYFS (Early Years Foundation Stage) 2021 statutory framework and the National Curriculum 2013 English program of study. They will learn about the essential strands for the primary key stages. These are: To appreciate and enjoy a range of different literary devices. To identify with and explore the different characters they encounter through a range of literature. To read and recite aloud with a range of intonation, volume and action. To use role-play and improvisation to develop their writing and test the quality of their ideas. To become more familiar and confident in their use of language and to write for a range of audiences. Preparing play scripts to read aloud and perform. They will learn that reading, re-reading, and rehearsing poems and plays for presentation and performance gives pupils a wonderful opportunity to discuss language, including vocabulary.	**Rationale for sequencing:** The teaching has a focus on exploring the core strands of the subject across the key stages. This is so that trainees have a clear understanding of national expectations in this subject area. Attention is placed on the importance of drama in developing pupil confidence and in providing high-quality learning opportunities which are essential for the holistic development of children. The teaching provides knowledge and understanding of the key concepts that students require to make sense of relevant sections of the English National Curriculum 2013. Students are introduced to a range of different techniques for using performance to explore ideas connected with the understanding of character in literacy. This involves thinking about motives and the connection between expression and different abilities and experiences. They are then introduced to a range of simple techniques for exploring characters they have begun to create through performance. Students are then introduced to the idea of performing and reading scripts – in particular, poetry and narrative that they have chosen or written for themselves. They are taught about using rehearsal, tone and voice and different actions in order to read those scripts in front of others. They are also taught to think about the audience and how they may engage them with the performance.	**Links to CCF:** High Expectations – Teacher expectations Impact of high-quality teaching (1-6) How Pupils Learn— students learn the way to structure and support learning in drama for pupils to immerse themselves in the subject (2, 6, 7, 9) Subject and Curriculum– Teacher subject knowledge is crucial (2-7) Classroom practice – students learn to plan effective drama (2-4, 6-9) Adaptive Teaching - understanding of differences and needs that may be addressed through drama (1, 3, 7) Assessment – addressing the iterative process of assessment in drama. Also understand how drama is linked to assessment in English. (1, 2, 4, 5)
Developing 1	To understand how performance can foster an appreciation of meaning. To perform their own compositions so that the meaning is clear to others. To understand how drama enables pupils with SEND to think about and consider the motives and perspectives of others. Trainees will consider and reflect on their experience of drama in school. Trainees will be made aware of the barriers to learning and how the planning of activities which give opportunities to experiment, invent and create can overcome these barriers. Alongside this, trainees will be asked to reflect on the role of the teacher in creating high quality drama lessons. Focus will be given to the technical skills and different conventions used in drama. Trainees take part in activities which model the effective use of these strategies in the classroom.		
		Examples of research and evidence Woolard B.G. (2009) *Teaching Primary Drama*, Routledge, London. Farmer, D. (2011) *Learning Through Drama in the Primary Years* London: Winston, J and Tandy, M. (2001) *Beginning Drama 4 - 11* David Fulton London: Bloomfield. A. (2000) *Teaching Integrated Arts in the Primary School: Dance, Drama, Music, and the Visual Arts.* Fulton. London Carlton, J.P. (2012) *Story Drama in the Special Needs Classroom Step-by-Step Lesson Plans for Teaching Through Dramatic Play.* Jessica Kingsley. Chalmers, D. (2015) *A practical guide to teaching drama to children in the Early Years Foundation Stage.* Routledge Bailey, S. (2021) *Drama for the Inclusive Classroom: Activities to Support Curriculum and Social-Emotional Learning.* Routledge, An Eye On Education Book.	**Other information:** Discussions and exemplars will be based on students' own experiences and observations of drama on school-based placements. Links made to placement curriculum target setting where appropriate.

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Curriculum focus: Music

Essential knowledge

Beginning and Developing Phase	Trainees will engage with the National Curriculum requirements for music through the lens of the DfE 2021 Model Music Curriculum. They will understand that the four strands are: singing, listening, composing and musicianship. Trainees will learn the progression of learning in each strand from Year 1-Year 6. In singing, trainees will learn how to teach progression in singing; vocal warm-ups, vocal soundscapes, chants simple songs and rounds. Trainees will understand how the pentatonic scale is used to develop simple harmony and move onto understanding triads.. They learn and apply key vocabulary: dynamics, forte, piano. Trainees use simple chants to understand key concepts of pulse, ostinato, and layering and use this knowledge to apply to developing planning a lesson Following this, trainees apply their knowledge of vocabulary to 'listening'. They develop their questioning skills to draw out musical concepts from a piece of music and learn how to respond to the music through graphic visualisation. Trainees learn that composition follows on from listening and learn how to use tuned and untuned percussion to develop compositions, playing with accuracy, fluency, control and expression. Trainees learn basic staff notation and how to use symbolic and staff notation to communicate their compositions. Trainees then apply their understanding to planning for progression of learning in Music. They learn how to adapt published planning for the needs of a range of learners and understand the importance of a systematic, scaffolded progression of skills, knowledge and understanding in music.

Rationale for sequence

- Learning is planned to begin with an overview of the National Curriculum and Model Music Curriculum 2021. This provides the rationale for exploring the subject through the strands of singing, listening, composing and musicianship. Singing is taught first and is given more time as this provides a good context for setting a foundation for understanding musical vocabulary and concepts that can then be applied to the other three strands. Following this listening is taught as a set of skills that provide a scaffold for composing which in turn scaffolds musicianship.
  Students apply their growing understanding planning learning through teaching singing and then the other three strands provide a vehicle for planning for progression of learning in music through half termly plan.

Core Content Framework links

High Expectations – Teacher expectations (3) Impact of high quality teaching (6)
How Pupils Learn— students learn that the way they structure and support learning in Music draws directly from theories around working memory, activating prior knowledge etc. (all statements)
Subject and Curriculum– students are regularly checking their own subject knowledge. Teacher subject knowledge is crucial (2-5,7,8, 9,10)
Classroom practice – students learn to plan effective opportunities (all statements)
Adaptive Teaching - sensory needs of learners, how to respond to the needs of all (1-4,5,6)
Assessment – using different kinds of assessment, understand prior learning to support next steps. (1,2,4-6)
Behaviour Management – clear instruction, routine, least intrusive interventions, checking understanding (1,2,5)

Examples of key literature utilised

Research Review series – Music. Available at: https://www.gov.uk/government/publications/research-review-series-music

Burak, S. (2019). Self-efficacy of pre-school and primary school pre-service teachers in musical ability and music teaching. *International Journal of Music Education.* 37. (2). https://doi.org/10.1177%2F0255761419833083

Burnard, P and Murphy, R. (2013). *Teaching Music Creatively.* London. Routledge.

Daubney, A. (2017). *Teaching Primary Music.* London. Sage.

Other useful information

Trainees develop their understanding of primary Music through school-based learning. They consider and reflect upon the music teaching they have engaged with in school and compare with the music learning and teaching in centre-based training. They triangulate their learning through exploring further reading, materials such as WHAT SHOULD AN EXCELLENT PRIMARY MUSIC SESSION LOOK LIKE? HTTPS://MUSICEDUCATIONSOLUTIONS.CO.UK/WHAT-DOES-AN-EXCELLENT-PRIMARY-MUSIC-LESSON-LOOK-LIKE/

provide a useful tool to explore, discuss and benchmark their developing understanding of primary Music.

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Subject/module curriculum sequence document **Safeguarding**
This runs through the Programme management sessions linked to placement preparation

Beginning	An introduction to safeguarding. Prior to Beginning placement 1 students consider what 'safeguarding' is and are introduced to key legislation and types of abuse. They are instructed on their role when in school as a trainee teacher. Students' knowledge and understanding is further developed prior to Beginning placement 2. Previous learning is recapped and developed, including confidentiality and information sharing. Online safety is introduced and the impact of cyberbullying. Students are required to complete level 1 Safeguarding training (provided online by local authorities) and Prevent training.	**Rationale for sequencing**	**Links to CCF**
Developing	Students' knowledge and understanding of 'safeguarding' is reviewed and then further developed. School policies relating to 'safeguarding' are considered and trainee teacher responsibilities are addressed. Students explore children as individuals and as part of a family and class. Online safety is further developed with a specific focus on children with SEND; students are also encouraged to consider their own online presence and how to protect themselves. Students receive Child Exploitation and On-line Protection (CEOP) training to enhance their knowledge and understanding of safeguarding, child protection and online safety. Once completed the students can access the ThinkUKnow resources to use in their own teaching.	Due to the sensitive nature of 'safeguarding', it is introduced at key points in students' course and carefully developed throughout their studies.	High Expectations – well-being, role models, trust and respect, life chances Subject and Curriculum – build confidence, secure subject knowledge, explicit teaching Classroom practice – questioning, classroom talk, Adaptive teaching – understanding difference, targeted support, additional/adapted support Managing Behaviour – secure environments, resilience Professional behaviours – professional development, reflective practice, relationships
Extending	Students are reminded of their responsibilities regarding safeguarding during pre-placement lectures. Students are also advised to undertake FGM online training to ensure they are aware of the signs and know what to do and where to get support.	**Examples of research and evidence**	**Other useful information and links**
		Keeping Children Safe in Education (DfE, 2021) https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 **What to do if you're worried a child is being abused - Advice for practitioners (DfE, 2015)** https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2 **Statutory Framework for the EYFS (DfE, 2021)** – **Section 3** https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2 **Cumbria Safeguarding Children Partnership** https://www.cumbriasafeguardingchildren.co.uk/ **United Nations Convention on the Rights of the Child** http://www.unicef.org.uk/Documents/Publication-pdfs/UNCRC_summary.pdf **NSPCC Information for Teachers** https://learning.nspcc.org.uk/safeguarding-child-protection-schools/teaching-resources-lesson-plans The Troubled Families Programme (England) (2020) file:///C:/Users/metca/Downloads/CBP-7585%20(4).pdf	Students are required to undertake specific tasks prior to placement, such as downloading and reading 'Keeping Children Safe in Education' and printing part 1 to keep in placement folder. These tasks have to be shared with the personal tutor at pre-placement tutorials. Safeguarding sessions are either embedded within PLCC or LLTR modules.

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Enhancement Module PEDG6601			
Beginning	Links to INCC modules	**Rationale for sequencing**	**Links to CCF**
		This module in the final year builds on the INCC modules (subject specialism modules) across the programme. This enhancement module gives trainees the opportunity to develop their understanding of teaching, and learning through the lens of their specific subject, aspect or phase. See INCC modules for sequence details. students individually research an aspect of the enhancement in more detail in this module.	High expectations: clear expectations, mutual trust How children learn – working memory, prior knowledge, purposeful practice and worked examples Subject and curriculum: misconceptions, critical thinking, building confidence, developing schemata, context Classroom Practice – scaffolds, questioning, steps, talk, practice Adaptive Teaching: SEND code, pupil difference, responsive teaching Assessment: assessment decisions, feedback, informing planning Managing Behaviour: Routines, environment, regulation, motivation Professional Behaviours: Professional Relationships, communication
Developing	Links to INCC modules	**Examples of research and evidence**	**Other useful information and links**
Extending	A small-scale research project falls within the need to 'critique the range and nature of some of the major current issues' related to the enhancement areas A culmination of research skills developed throughout the degree and across all modules especially the study skills within core ESTC/INCC modules and research. An expectation of independent study demonstrating application of learnt research skills to an extended study and ability to relate theory to practice in a structured and insightful manner, deepening understanding of the chosen enhancement area.	A wide range of suitable literature and research will be referred to and used. This is focussed on the aspect chosen, e.g. Laar, B. and Holderness, J. (2018) Reclaiming the Curriculum; Specialist and Creative Teaching in Primary Schools Sherrington, T. (2019) Rosenshine's Principles in Action Waite, S (2011) Children Learning Outside the Classroom from Birth to eleven Cohen, L. (2018) Research methods in education Wisker, G. (2019) The undergraduate research handbook	Visits to suitable educational sites and settings to develop the trainees understanding are included.