**RBWM SCITT**

**2021-2022**

**Primary Subject Knowledge**

**RBWM SCITT Vision**

Our vision is to ensure the best possible education and outcomes for the young people of Windsor and Maidenhead through the recruitment of high calibre trainees who have the potential to be outstanding teachers.

We will achieve this by providing high quality training to ensure that the teachers of tomorrow can make a positive difference to the lives and achievements of all the children they go on to teach.

**All Trainees are required to know the following:**

**Subject and curriculum**

The ITE curriculum must provide a systematic and critical introduction to key educational traditions, practices and debates within the trainees’ specialist subject.

It must ensures that trainees have sufficient subject knowledge to identify and evaluate content for their teaching, considering matters of scope, coherence, sequencing and rigour.

Trainees must be taught to identify appropriate pedagogies that secure the curriculum intent.

**Classroom practice**

The ITE curriculum must introduce trainees to up-to-date research on effective classroom practice. This includes research on how to present subject matter clearly and explicitly, promoting appropriate discussion, reflection and questioning, and on how to use relevant pedagogy to enable effective teaching of the subject specialist area.

Trainees must be taught how to plan and resource lesson sequences within their specialist subject in their phase, and to understand how sequences fit into and serve wider goals for that subject.

**The Royal Borough of Windsor and Maidenhead SCITT Curriculum Design**

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| --- | --- |
| Context | We are a Local Authority SCITT working with over 40 schools in Windsor and Maidenhead. We train on average 20-30 trainees each year, a mix of both primary and secondary trainees. We strongly believe this allows us to have a ‘bespoke’ programme and able to support the trainees’ individual needs. Both the SCITT lead and lead tutor are also Local Authority Advisers and have strong links and knowledge of the Borough schools. Both are ECT facilitators and in addition the SCITT lead is also the LA Appropriate Body.Although all trainees recruited work under RBWM SCITT, recruitment and strategic development operates under two consortiums. Up until September 2021 both consortium lead schools were Teaching Schools; Foundations for Learning offering Nursery and Primary School Direct places in Maidenhead Ascot and Cookham; and Windsor Teaching Alliance offering School Direct places to First, Middle and Upper Schools in Windsor. As the Borough has two separate education systems we thought it would be easier to recruit to both systems but training and school placements go across the whole Borough and we work as one SCITT.The SCITT was set up in 2013 to deliver both Primary and Secondary QTS. However, prior to becoming a SCITT, we were an EBITT Provider accrediting QTS to Primary and Secondary since 2003.We are partnered with Bucks New University based in High Wycombe and all trainees work towards QTS and a PGCE in Educational Practice (60 masters credits)  |
| Narrative | When setting up the SCITT programme, we knew that we wanted trainees to have a block of time in school each week, followed by SCITT input. Trainees are in their main placement school Monday - Thursday and spend Friday at Central Training (Professional Development) which mainly takes place at the training room at Windsor Girls School or The Lawns Training Room in Windsor. Other schools throughout the Borough are also used when particular resources are needed.The Central Training Professional Development Programme is split into key aspects of development. Some of the training, when covering general pedagogy, core teaching practices and PGCE modules, is carried out to both primary and secondary trainees together. However, there are a number of occasions when primary and secondary trainees are split in order to focus on particular age-related strategies or subject specific training. |
| Intent | We believe that by bringing together both primary and secondary trainees demonstrates collaborative strength. We are able to provide opportunities between colleagues to share practice and an understanding of stages of child development. They learn a lot from one another about the curriculum programme of study and the different expectations at the different ages, enabling a focus on continuity and progression.Through working very closely with Bucks New University we have collaboratively rewritten the PGCE programme basing it around 2 modules: Teachers as Researchers and Reflective Practitioners which looks closely at ‘how pupils learn’ and The Principles of Practice of Effective Assessment. Both modules are linked closely to the ITT Core Content Framework. A core text has been introduced – ‘ Reflective teaching in schools’ by Andrew Pollard. Our Curriculum design uses the concepts of Bruner’s spiral curriculum. Key concepts are presented repeatedly but are revisited with deepening levels as trainees progress through the course. Both primary and secondary trainees develop understanding of how pupils learn, as they work through Module One. This includes an in depth assignment on learning theories in the 21st Century which involves understanding of working memory, cognitive load and metacognition. Although we are aware not all training can be done collaboratively with primary and secondary trainees together, we aim to ensure Rosenshine’s principles are embedded in practice and phase pedagogy for all trainees. Primary central training will also focus on specific curriculum subjects and include deeper termly focuses on particular subjects to help consolidate curriculum knowledge. During secondary central training, time is given for trainees to work on specific TES institute subject specialism modules. Following trainees pre course task, initial subject audit and need analysis trainees work with their mentor to identify five TES modules to work on throughout the year. Subject knowledge is further reinforced as we have joined NASBTT Subject Network and they work with Heads of Department and mentors and by joining subject associations.  |
| Implementation | The Central Training Professional Development programme is written by SCITT Team in consultation with Consortium strategic leads and course trainers. The programme is closely linked to the Teaching Standards and Core Content Framework. It is designed to build on the trainees initial needs and to continuously revisit key concepts throughout the year (spiral curriculum)The Autumn term is built around our core foundations of Teaching Standards 1, 4 and 7 (Core Content Framework High Expectations, Classsroom practice and Managing Behaviour). Time is spent looking at models of reflection and practising being a reflective practitioner. Trainees spend time observing and building up their teaching toolkit whilst not exceeding 20% teaching. During this time, the PGCE Module 1 is introduced concentrating on integrating research and practice by studying learning theories and understanding how children learn (Core Content Framework How Pupils Learn – TS2)The spring term involves trainees revisiting and **consolidating** TS 1, 4 and 7 and being introduced to Adaptive teaching (TS5). As trainees build to teaching 50% timetable, they continue to plan **consecutive** lessons and units of work in their second school placement. This involves taking into account individual pupils needs and reflecting on previous lessons as well as addressing prior knowledge and misconceptions. The final stage of the Central Training focuses on trainees building up to a 70% teaching timetable and understanding the principles and practices of effective assessment, using assessment to ensure all pupils are making progress and their full potential (Linked to SCITT vision). The final term also involves **applying** the skills and practices of high quality teaching and learning to all foundation subjects (primary) and development of subject knowledge (secondary).Throughout the year and curriculum Subject and curriculum (TS3) and Professional Behaviours (TS8) are continuously modelled, practised, reinforced and revisited using Rosenshine’s principles.As well as their lead school and second school placements, trainees are given the opportunity to observe and learn from diverse and excellent practise by spending 2 days at our local 3-18 Special School and 2 days in Early Year settings.As we are a Local Authority SCITT and work in partnership with two ex Teaching Schools (Outstanding Nursery Federation/Early Years Specialist and Outstanding Secondary School), we have a mix of high-quality primary and secondary practitioners and specialist Advisers and Consultants who deliver the content of our programme which enable us to have access to a plethora of expertise.  |
| Impact | We believe this model to have a positive impact on trainees’ development and in turn their ability to have impact on the pupils’ progress in the classroom as we have had a 100% pass rate and 100% employment rate since 2009. Evaluations of Central Training are consistently high with consistent shifts in understanding before and after the sessions. Course Committee meetings, weekly framework sheets and exit and mid year questionnaires show 100% agree or strong agree they have been effectively trained by trainers and mentors. We respond to any comments on how to improve at the start of the following week’s training, or through the planning of additional sessions or discussions with mentors.Throughout the course of the year, several formative assessment tasks in the form of presentations (both individual and group) are planned to assess the impact of the trainees knowledge and to particularly look at how research and training is **integrated** with school based practise to ensure pupils are progressing. SCITT tutors use feedback from these to amend or review the impact of the training programme.Further evidence of impact of Curriculum Design and Subject knowledge is: High retention within teaching and in RBWM schools100% RBWM NQTs who trained through SCITT have satisfactorily met Teaching Standards in Termly Assessments and gone on to successfully complete NQT year.Many trainees have gone onto levels of promotion early in their career. Case Studies of HoD, Senior Leaders, Mentors and Headteachers. |

**Rosenshine’s Principles of Instruction**



**Art and Design - Primary**

**The follow section is aimed to help trainees develop the appropriate subject knowledge needed for Art and Design.**

As beginning teachers working in schools, your experiences can be rather limited, while the focus on ‘core’ subjects of English and Maths are prioritised, compounded by very few CPD opportunities in the subject of Art and Design. It is vital, therefore, that beginning teachers develop a sound understanding of the value and nature of this subject area, as its intrinsic qualities are like no other.  Learning takes place more along the lines of Bruner’s ‘spiral curriculum’ rather than in a linear way.

The nature of Art and Design as a curriculum area allows children to explore, experiment, be creative and innovative; it provides opportunities for them to express their thoughts, emotions, ideas and to use their imaginations in conventional and unconventional ways. Art and Design is an active, participatory subject – best experienced within a social space, where children are free to share ideas and work together. The practical skills of making aid children’s gross and fine motor skills, as well as enabling them to think in different ways about and through materials. Children learn to critique in constructive ways, and to engage with the wider world of arts and culture. By researching concepts and working through challenges and problems, children are exposed to new possibilities and opportunities that help them resolve challenges through multidisciplinary means. By displaying their artwork, they gain a sense of audience and are therefore facilitated to engage in a wider dialogue.

**Subject Association**

Your one stop shop for all things art education is [The National Society of Education in Art and Design (NSEAD)](https://www.nsead.org/)

Many of the high-quality resources are free, and all are designed and endorsed by experts from the Art and Design education community. The following freebies might be most useful to the beginning teacher:

* DfE national curriculum for Art and Design KS1-3 explained: [NSEAD/DfE](https://www.nsead.org/files/72cad37f5dfb4caf5a7def2ab9f60dd6.pdf)
* Keep up to date with all the latest Art Education [news](https://www.nsead.org/news/newsroom/)
* Art and Design [Audit Tool](https://www.nsead.org/files/6effe9cb05325e30896de0c5f4221071.pdf)
* Encourage your mentees to join our [supportive Facebook group](https://www.facebook.com/groups/172951536063143) designed especially for non-specialist primary art teachers
* [What is ‘Design’](https://www.nsead.org/resources/design/design-at-primary-level/) in the context of the Art and Design Primary curriculum?
* List of resources to support teachers educating children who are [learning remotely](https://www.nsead.org/coronavirus/remote-resources/ks1and2/)
* [**Primary resources**](https://www.nsead.org/resources/primary-education/) including lesson / project ideas

You might encourage your beginning teacher to become a member, as this will open the door to further opportunities and support for developing subject knowledge.  They will also gain entry to a vibrant network with other primary art and design teachers and educators - for example, through the Primary Art and Design Facebook group.

There are plenty of levels of membership available including whole school options:  <https://www.nsead.org/join-us/>

**Useful Resources**

* The Following websites will be useful for gaining a sense of the requirements for this subject, as well as indicating where to go for examples good practice and fresh ideas:
* [National Curriculum for England - art and design](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf)
* [Curriculum for Wales - Expressive arts](https://hwb.gov.wales/curriculum-for-wales/expressive-arts/)
* [Education Scotland - Expressive arts](https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/curriculum-areas/expressive-arts)
* [Northern Ireland Curriculum - art and design](https://www.nicurriculum.org.uk/docs/key_stage_3/non_statutory/ks3_art_and_design_ns_guidance.pdf)

**Exemplar lessons**

* *Oak academy art and design lessons* –these are excellent, pedagogically sound, quality art and design lessons that are progressive across age phases and within each unit.
* The ‘Teacher Hub’ contains the downloadable curriculum map, which will help trainees and teachers develop and design their own projects .

**KS1**

* Drawing; Painting; Printmaking; Sculpture
* <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-1/subjects/art>
* [Teacher hub KS1](https://teachers.thenational.academy/subjects/art/key-stages/key-stage-1)

**KS2**

* Clay; Collage; Textiles; Installation; Photography; Graphic design
* <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/art>
* [Teacher hub KS2](https://teachers.thenational.academy/subjects/art/key-stages/key-stage-2)
* Click on the link and use this [deconstructed KS2 lesson](https://teachers.thenational.academy/lessons-for-itt/taking-inspiration-from-artists-and-craftspeople-c9j6ar) for Professional Development
* This Teachers TV video is an excellent tool to initiate discussion around lesson observation: <https://www.youtube.com/watch?v=pi1ZMN0Kl-E>
* Focus student teachers attention on: Prior learning ; learning intention; context ; modelling; use of resources and learning environment; vocabulary; materials; structure of lesson; plenary; behaviour.

**Galleries**

* Many galleries offer well designed art projects for schools, introducing interesting artists and demonstrating techniques inspired by the artists who they represent. Here are some of my favourites, but do check out your local galleries and museums too:
* [Tate](https://www.tate.org.uk/) – The four Tate galleries are home to wealth of resources for primary teachers online and in person. Explore art past and present, through themes or by processes. [Create like an artist](https://www.tate.org.uk/art/create-artist) is an especially useful collection of video tutorials linked directly to well-known modern and contemporary artists
* [Tate Kids](https://www.tate.org.uk/kids) – Some really nice simple ideas directly related to specific art works from the collections and major exhibitions that children can engage with independently.
* [The Royal Academy](https://www.royalacademy.org.uk/), has a range of online resources that are useful:
* [How to](https://www.royalacademy.org.uk/article/saturday-sketch-club-drawing-into-the-abstract)…..Aimed at family learning, this is a great series of videos for primary teachers as well as for home learning – you will find demonstrations of art techniques, whilst also promoting creativity.
* For any of your mentees wishing to learn a bit more about drawing, they might join in with this video tutorial from the RA’s [Saturday Sketch Club](https://www.royalacademy.org.uk/article/saturday-sketch-club-drawing-into-the-abstract) , which is a great place to start! The more experimental teachers can be with their own drawing – the more confidence they will have when teaching this process.
* [The National Gallery’s](https://www.nationalgallery.org.uk/) Take One Picture scheme has been running for many years to engage primary children in the collection. Use the website to search topics or artworks, or take a look at some of the past projects and freely available [teachers notes](https://www.nationalgallery.org.uk/learning/teachers-notes)

**Decolonise the curriculum through Art and Design**

* Encourage your mentees to break away from showing children white, western male artists of the past, and to promote a wider cultural and gender base when planning art lessons. Here are a few ideas to get you going, but of course there are many more!
* [ArtUK](https://artuk.org/discover/stories/ten-black-british-artists-to-celebrate)
* [Frank Bowling](https://www.frankbowling.com/)
* [Sonia Boyce](https://soniaboyce.net/)
* [Lubaina Himid](https://lubainahimid.uk/)
* [Chris Ofilli](https://www.victoria-miro.com/artists/6-chris-ofili)
* [Yinka Shonibare](http://yinkashonibare.com/)
* [Kara Walker](https://www.tate.org.uk/art/artists/kara-walker-2674)

**Cultural capital in and craft and design**

* Have a look at some of the [video resources at NSEAD](https://www.nsead.org/resources/anti-racist-art-education/cultural-capital-and-art-craft-and-design-education/) to help your mentees consider the functionality of cultural capital in their schools. Although these are focused on Secondary, the points are also relevant to primary teachers.

**Access Arts**

* Some resources are free on the [Access Art website](https://www.accessart.org.uk/), or subscribe to access the full range of activities and art and design projects.

**ARTSMARK**

* Inspire your whole school community to work towards this prestigious award. There is a fee, but this also might help schools to focus and reflect on meeting the requirements of their offer for Arts generally, for the benefit of children. [Click here](https://www.artsmark.org.uk/) to visit the website.

**EARLY YEARS**

* It is very easy to plan all your learning through the arts in Early Years! Here are some useful websites to help you find inspiration and practical ideas:
* [Early Arts](https://earlyarts.co.uk/) – sign up to get the E-bulletin
* [Early Years Educator](https://www.earlyyearseducator.co.uk/expressive-arts-and-design)
* [NurseryWorld](https://www.nurseryworld.co.uk/features/article/eyfs-best-practice-be-specific-expressive-arts-and-design)
* [Artful Parent](https://artfulparent.com/)

**Recommended Reading**

* Eisner, E.W. (2005) Arts and the Creation of Mind,
* Hickman, R. (2010) *Why Art is Taught*, Bristol, Intellect
* Gregory, P., March, C., Tutchell S., (2020), *Mastering Primary Art and Design*,  London, Bloomsbury
* Ogier, S. (2017) *Teaching Art and Design in the Primary School*,
* Ogier S. and Tutchell. S. (2021) *Teaching Arts in the Primary School*,
* Tutchell, S., (2014). *Young Children as Artists*, Oxon, Routledge
* Vinney, M. (2019) *Assessing the whole child*, in Ogier, S. (2019) (ed), *A Broad and Balanced Curriculum in the Primary School, Educating the whole child,*London, Sage: Learning Matters.

**Reports:**

[Arts Council England, (2014), T*he Value of Arts and Culture to people and Society.*](https://www.artscouncil.org.uk/sites/default/files/download-file/The_value_of_arts_and_culture_to_people_and_society_an_evidence_review.pdf)

[DCMS, (2020), *The Role of Arts in Improving Health and Wellbeing.*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/929773/DCMS_report_April_2020_finalx__1_.pdf)

[Craft Council research and policy](https://www.craftscouncil.org.uk/about/research-and-policy/research-reports)

**Video**

Here is a selection of interesting TED talks. Use these to initiate discussion with your trainees on the theme of Art and Design education.

**Does art education matter?**

Laura Mack (2018)

Discussion points:

* Does ART matter? If not – why not?
* Why does it matter?
* How often is art taught in your school? Who teaches the subject, and what are their qualifications or experience?
* Do you think its possible that art and design is an endangered subject?
* How key is the notion of ‘time’ to how art is taught in your school?
What is visual or art literacy?

**Teaching art or teaching to think like an artist**

Cindy Foley (2014)

Discussion points:

* What are the main take-aways from this talk?
* Can you personally relate to any of the points that Cindy makes?
* Was there anything in the talk that surprised you?
* What do you understand about ‘transdisciplinary ‘ thinking?

**Do schools kill creativity?**

Ken Robinson (2006)

Discussion points:

* To what extent do you agree or disagree with the arguments in this talk?
* Do you recognise a ‘hierarchy’ of subjects in your school?
* Why has this happened, and what could be done about it?
* What importance do you give the role of creativity in subjects across the curriculum?
* How can you promote creativity and creative learning through art and design?

**Messy Art KS1**

Teacher’s TV

Discussion points:

* How clear is the learning intention?
* What is the impact of the learning environment in this lesson?
* How was the lesson organised in terms of structure?
* How important was ‘modelling’ in this lesson – and who did the modelling?
* How did this lesson develop children’s knowledge in terms of concepts?

**Assessment and Documentation of children’s learning in art and design**

The subject of Art and Design cannot be placed into a silo with other subject areas. It is different - and this is what makes it special: we celebrate difference.  Go to an art gallery anywhere in the world and you will never find two pieces of art that are the same. And this is what we need to teach children – that it is OK to be different, and it is OK to celebrate our individuality by expressing this visually. There are many dilemmas related to assessing in Art and Design, since it is not easily pigeon-holed.

Art and Design is one of the few subject areas where assessments can continue to be made on a case-by-case basis. Children progress at their own rate given the right circumstances, appropriate input, and gentle encouragement.

Documenting children’s work throughout their time in primary school, whether through keeping a physical or digital portfolio, and developing a culture of keeping workbooks/sketchbooks, can be a good  way for children to track their own progress over time -  and for teachers to be able to monitor progress as children move up through the school.

**Computing - Primary**

**The follow section is aimed to help trainees develop the appropriate subject knowledge needed for Computing.**

**Subject Association**

* [Computing at School (CAS)](https://www.computingatschool.org.uk/) - Local CAS communities are set up to support both teachers and subject leaders. Free termly meetings offer support, resources and the sharing of best practice.
* [Computing Hubs](https://teachcomputing.org/hubs)- Your local computing hub can put you in touch with all the relevant support and training that is happening in your area.
* [Primary Certificate](https://teachcomputing.org/certificate/primary-certificate/complete)

**Useful Resources**

* [Teach Computing Courses](https://teachcomputing.org/courses)
* [Computing at School](https://www.computingatschool.org.uk/)
* [Apple Teacher Learning Centre](https://appleteacher.apple.com/#/home/resources)
* [Studio Code](https://studio.code.org/courses?view=teacher)
* [Studio Code Courses](https://studio.code.org/courses?view=teachehttps://www.barefootcomputing.org/primary-computing-workshops)
* [Teach Computing Curriculum](https://teachcomputing.org/curriculum)
* [Barefoot Computing](https://www.barefootcomputing.org/)
* [Code It](http://code-it.co.uk/)
* [Code](https://code.org/)
* [BBC Bitesize Learn](https://www.bbc.co.uk/bitesize/learn)

**Recommended Reading**

* Range of blogs from [Teach Computing](https://blog.teachcomputing.org/tag/blog/)
* Effective pedagogy - [Teach Computing](https://teachcomputing.org/pedagogy)
* Effective pedagogy - [Hello World - The Big Book of Computing Pedagogy](https://helloworld.raspberrypi.org/issues/0)
* [QuickStart computing](https://community.computingatschool.org.uk/resources/3042/single)
* [Computing National Curriculum](https://www.computingatschool.org.uk/data/uploads/primary_national_curriculum_-_computing.pdf)

**Courses**

The National Centre for Computing Education has been set up and funded by the DfE for three years. They offer teachers

* Courses and accreditations, Bursaries for training, Free curriculum teaching resources, Community support  All state-funded primary schools in England are also eligible for 0.5 day fully funded support. Click [here](https://www.gov.uk/guidance/get-support-from-your-local-computing-hub) for further information.

**Design and Technology - Primary**

**The follow section is aimed to help trainees develop the appropriate subject knowledge needed for Design and Technology.**

**What is incorporated within the focus of design and technology?**

All areas teach the children specific skills which are utilised when designing and making a final product, with the key aim that it is fit for an intended purpose or outcome.

**Textile Technology:**

Health and safety
Learning about the various ways that fabric is made and decorated.
Learning how to sew different stiches, running stitch, back stich, blanket stich etc.
Making a bookmark – using various stiches
Various projects that can be made, i.e. Money containers or bags, finger and hand puppets, clothing and footwear and upcycling materials.

**Cooking & Nutrition (previously referred to as Food Technology):**

Health and safety
Eating nutritiously – healthy diet
Learning how to use tools and equipment safely
Where food comes from – grown / animal derivatives
Following recipes

**Resistant Materials and Construction**

Health and safety when using various tools and equipment
Learning different ways to join wood / plastic together
Exploring structures and investigating what the strongest shapes are
Recycling containers where possible for making prototypes

**Coding and Programming**

Building on existing scratch computing knowledge to further develop coding and programming
Operations
Robotics

Computer Aided Design, Computer Aided Manufacture – (CAD CAM). Promoting designing on the computer with appropriate 2D or 3D software, i.e. Tech-soft, Tinker-cad. Card cutting machines 3D Printers – some in primary

**The following National Curriculum aims would be ensure that all pupils:**

* Develop the creative, technical, and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
* Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
* Critique, evaluate and test their ideas and products and the work of others
* Understand and apply the principles of nutrition and learn how to cook.

**Subject Association**

* [Design and Technology Association (D.A.T.A.)](https://www.data.org.uk/)

**Useful Resources**

* [**Design and Technology Association (D.A.T.A.)**](https://www.data.org.uk/)
* [**Design Museum London**](https://designmuseum.org/)
* [**Science Museum London**](https://www.sciencemuseum.org.uk/home)
* [**Science Museum Birmingham**](https://www.birminghammuseums.org.uk/)
* [**Science and Industry Museum Manchester**](https://www.scienceandindustrymuseum.org.uk/)
* [**Bristol Museums**](https://www.bristolmuseums.org.uk/)
* [**Museum of Brands London**](https://museumofbrands.com/)
* [**Food a Fact of Life**](http://www.foodafactoflife.org.uk/)
* [**National Curriculum for Primary Design and Technology**](https://assets.publishing.service.gov.uk/)
* [**Statutory Framework for the Early Years (Effective from 1st September 2021)**](https://assets.publishing.service.gov.uk/)

**Recommended Reading**

* **Food Education and Food Technology in School Curricula - International Perspectives**Editors: Marion Rutland and Angela Turner. 2020 Springer Publication (Chapter 2: Exploring Food Education in the Primary School Curriculum. Author: Sue Miles-Pearson)
* **Mastering Primary Design and Technology**Author: Gill Hope, 2018, Bloomsbury Publications
* **Teaching Design and Technology Creatively**Editors: Clare Benson and Suzzane Lawson. 2017.  Routledge Publications, (Chapter 2, Teaching Creatively and teaching for Creativity. Authors: Sue Miles-Pearson and Marion Rutland.)
* **Stem in the Primary Curriculum**Editors: Helen Caldwell and Sue Pope. 2019, Learning Matters Publications. Teaching and supporting children with Special Educational Needs & Disabilities in Primary Schools**.**Authors: Jonathan Glazzard, Jane Stokoe, Alison Hughes, Annette Netherwood and Lesley Neve. 2015, 2nd Edition, Letter Matters Publication.

**Videos**

TED TALK – Reshma Saujani - Teach girls bravery, not perfection.

**English - Primary**

**The follow section is aimed to help trainees develop the appropriate subject knowledge needed for English.**

**Subject Association**

[**NATE- The National Association for Teaching English -**](https://www.nate.org.uk/)**The National Association for Teaching of English is the professional association for English teachers that works regionally, nationally and internationally at all key stages. NATE is an educational charity, governed by a board of Trustees, led by a Director and supported by a team of volunteers, including, working group members, regional representatives and English specialists across the world who support NATE’s CPD, publications, research and development.**

**Useful Resources**

* [National Association for the Teaching of English](http://www.nate.org.uk/)
* [Primary | English – Collins](https://collins.co.uk/pages/primary-english)
* [Nelson, T, & Narens, L. (1994). Why investigate metacognition?. In J. Metcalfe, & A. P. Shimamura, (Eds.), Metacognition: Knowing About Knowing (pp. 1-25).](http://www.imbs.uci.edu/~lnarens/1994/Nelson%26Narens_Book%20Chapter_1994.pdf) Cambridge, MA: MIT press.
* [Article on using ‘cold calling’ questioning technique.](http://livesleepteach.blogspot.co.uk/2015/03/cold-call-only-technique-you-will-ever.html?m=1)
* [Audio presentation on dialogic teaching](https://www.youtube.com/watch?v=Imgk-og7D0w) by Dr Mark Pearce, Manchester Metropolitan University.
* [Doug Lemov’s Facebook page](https://www.facebook.com/TeachLikeAChampion) with articles on various ways of using questioning.
* [Questions worth asking: article on developing effective questioning.](http://www.rtuni.org/uploads/docs/Questions%20worth%20asking.pdf)

**Recommended Reading**

* **Black, P. & Wiliam, D (1998). Assessment and Classroom Learning. Assessment in Education. Abingdon, UK: Routledge**
* **Butler, R (1988). Enhancing and undermining intrinsic motivation: the effects of task-involving and egoinvolving evaluation on interest and performance. British journal of educational psychology, 1988 Wiley online library**
* **De Nisi, A & Kluger, A (1998) Feedback interventions: Toward the understanding of a double-edged sword. Current directions in psychological science JSTOR**
* **Dweck, C (1999). Self theories: their role in motivation, personality and development**
* **Hattie, J (2011) Visible Learning for Teachers. Abingdon, UK: Routledge.**
* **Hattie, J (2009) Visible Learning, Abingdon, UK: Routledge**
* **Hattie, J & Timperley, H (2007). The Power of Feedback**
* **James, M., (1998) Using Assessment for School Improvement Oxford: Heinemann**
* **Nelson, T & Narens L. (1990), L. Metamemory: A theoretical framework and new finding**

**Video**

[**https://www.youtube.com/watch?v=PARfIwF215k**](https://www.youtube.com/watch?v=PARfIwF215k)

[**https://youtu.be/QBMwYLrmNic**](https://youtu.be/QBMwYLrmNic)

[**https://youtu.be/vboA-n0b7ls**](https://youtu.be/vboA-n0b7ls)

[**https://www.youtube.com/watch?v=iSr8koU1iHY**](https://www.youtube.com/watch?v=iSr8koU1iHY)

[**https://youtu.be/Uh5BYDNUMDk**](https://youtu.be/Uh5BYDNUMDk)

**Reports**

* [Moving English forward (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/181204/110118.pdf)
* [Languages in outstanding primary schools - Ofsted: schools, early years, further education and skills (blog.gov.uk)](https://educationinspection.blog.gov.uk/2021/05/04/languages-in-outstanding-primary-schools/)
* [Ofsted INSET : Preparing for an English Deep Dive - JMC INSET](https://jmcinset.com/english-deep-dive)

**Geography - Primary**

**The follow section is aimed to help trainees develop the appropriate subject knowledge needed for Geography.**

**Subject Association**

* [Geographical Association](https://www.geography.org.uk/home)
* [Royal Geographical Society](https://www.rgs.org/schools/)

**Useful Resources**

**Geographical Association**

* [Guidance on leading geography in a primary school.](https://www.geography.org.uk/Geography-Subject-Leadership-in-Primary-and-Secondary-Schools/Leading-primary-geography)

**Royal Geographical Society**

* [Guidance and support in developing high quality primary geography.](https://www.rgs.org/schools/teaching-resources/developing-primary-geography/)

**Ordnance Survey**

* [Planning for pupil progress (5-11): The national curriculum and Ordnance Survey maps.](https://www.ordnancesurvey.co.uk/documents/resources/teaching-map-skills-primary.pdf)
* [Beginners Guide to Grid References: develop subject knowledge of 4-figure and 6-figure grid references (includes useful videos)](https://getoutside.ordnancesurvey.co.uk/guides/beginners-guide-to-grid-references/)
* [Ordnance Survey Map Zone: online games to help children develop map reading skills.](https://www.ordnancesurvey.co.uk/mapzone/)

**Digimap for schools**

* [OS mapping programme by subscription (approx. £100)](https://www.digimapforschools.edina.ac.uk/)
* [Free primary lesson resources](https://www.digimapforschools.edina.ac.uk/learning-resources/resource/?s=Primary%20Ideas)

**BBC**

* [EYFS Cbeebies Go Jetters](https://www.bbc.co.uk/cbeebies/shows/go-jetters)
* [KS1](https://www.bbc.co.uk/bitesize/subjects/zcdqxnb)
* [KS2](https://www.bbc.co.uk/bitesize/subjects/zbkw2hv)
* [Video clips to use in lessons](https://www.bbc.co.uk/programmes/b006vj4c/clips)

**Other useful websites:**

* [Connecting Classrooms through global learning](https://connecting-classrooms.britishcouncil.org/resources)
* [Geological Society](https://www.geolsoc.org.uk/heresources)
* [Global dimension](https://globaldimension.org.uk/resources/)
* [Learning through landscapes](https://www.ltl.org.uk/free-resources/)
* [National Association for outdoor education](https://naee.org.uk/)
* [National Geographic](https://www.natgeokids.com/uk/)
* [Our world in data (helpful for the study of population, energy or natural resource use)](https://ourworldindata.org/)
* [Seterra Geography – online quizzes for countries and continents](https://www.seterra.com/)
* [The true size: allowing you to compare the size of different countries and to counteract misconceptions that can be caused by the mercator projection.](https://thetruesize.com/)
* [Time for geography: Open-access geography educational videos](https://timeforgeography.co.uk/)
* [Transform our world: resources to inspire climate action in schools](https://www.transform-our-world.org/top-resources)

**Primary geography blogs:**

* [Teaching About a Place? Stop and Think First! Questions to ask before introducing a new location to children.](https://decolonisegeography.com/blog/2021/04/teaching-about-a-place-stop-and-think-first/)
* [Geography key questions to ask when learning about a place.](http://www.thatboycanteach.co.uk/2019/06/geography-key-questions-place-national-curriculum.html)
* [Ideas to help adapt your primary geography curriculum.](https://mrssteaches.school.blog/2020/07/22/how-should-we-adapt-the-history-and-geography-curriculum-next-year/)
* [Useful primary geography resources and videos.](https://resettingks2geography.blogspot.com/)

**Recommended Reading**

**Recommended Reading:**

* Catling, S. and Willy, T. (2018) *Understanding and Teaching Primary Geography*. London: Sage.
* Tanner, J. (2021) ‘Progression in geographical fieldwork experiences’, Primary Geography, 104, pp13-17.
* Willy, T. (ed) (2019) *Leading Primary Geography: The essential handbook for all teachers.* Geographical Association: Sheffield

**Videos**

<https://www.youtube.com/watch?v=iHHmuj5nRHw>

<https://youtu.be/_5rLjfc3vc0>

<https://youtu.be/XW_jznOZrGA>

<https://www.rgs.org/schools/teaching-resources/subject-knowledge-animation-map-skills/>

**Reports**

* [Research review series: geography (2021)](https://www.gov.uk/government/publications/research-review-series-geography)*- A review of research into factors that influence the quality of geography education in schools in England. A PDF Copy is available*[*here.*](https://www.nasbtt.org.uk/wp-content/uploads/2021/11/Research-review-series_-geography-17062021.pdf)
* [Ofsted Blog: Geography in outstanding primary schools (2021)](https://educationinspection.blog.gov.uk/2021/05/11/geography-in-outstanding-primary-schools/)

**History - Primary**

**The follow section is aimed to help trainees develop the appropriate subject knowledge needed for History.**

**History teachers need to ask themselves these questions:**

1. Why is this history being taught? What is the rationale behind the history curriculum?
2. How best to teach history?
3. Does our history curriculum reflect the diverse pasts of all people in society?
4. Do all the children sitting in front of us have the chance to learn about people like themselves?

**Early Years Foundation Stage Statutory Framework**

[**Early years foundation stage (EYFS) statutory framework from September 2021**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

**History programmes of study: Key Stages 1 and 2**

[**National curriculum in England:**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf)

**These are the statutory programmes of study and attainment targets for history at key stages 1 to 3. They are issued by law; you must follow them unless there’s a good reason not to.**

[**The Dfe document ‘Teaching a broad and balanced curriculum for education recovery’(June 2021).**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999590/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf)**pp21-22 history**

**Resources from the Runnymede Trust,**[**‘History Lessons: Making British Histories a Guide for Teachers.’**](https://www.runnymedetrust.org/uploads/Runnymede%20History%20Lessons%20-%20Making%20British%20Histories%20Low%20Res.pdf)

[**British Museum’s superb range of artefact resources**](http://teachinghistory100.org/)**covering a wide range of periods and cultures, from Key stage 1 upwards.**

[**Teaching prehistory**](https://www.english-heritage.org.uk/learn/teaching-resources/teaching-history/teaching-prehistory/)

**Subject Association**

[Historical Association](https://www.history.org.uk/)

[EuroClio - European Association of History Educators](https://www.euroclio.eu/association/)

**Useful Resources**

* [**CPD online (free): Black Tudors: The Untold Story**](https://www.futurelearn.com/courses/black-tudors)

**Discover the little-known history of Black Africans in Tudor England and challenge your preconceptions of Black history. This course is for anyone who wants to learn more about Black History, and in particular about a less well-known aspect of Black British History which challenges common assumptions about the historical experiences of Africans in Britain.**

**The course will be useful to teachers, archivists, museum and heritage sector workers looking to diversify the way they present Tudor History, and to students at all levels who want to improve their historical methods.**

* [**Teaching Inclusive Histories CPD Resources from Royal Museums Greenwich, 04/11/21**](https://www.rmg.co.uk/schools-communities/teacher-resources/national-maritime-museum-history-teacher-resources)

**The Teaching Inclusive Histories event aims to highlight the work that both primary and secondary school teachers and museum professionals are doing to ensure that history lessons, workshops and resources for school pupils are inclusive and make meaningful connections with the lives of young people today.**

**This page has useful links and resources for teachers.**

* [**Local History**](http://www.local-history.co.uk/links/historical.html#people)

**Local history is a really good starting point for broader themes in a school history curriculum. Finding individual stories that engage children and open up an enquiry question makes  big difference to drawing children into history actively. This website has a huge bank of useful websites and organisations to access when planning and researching local history topics.**

**Some resources on local history which has**[**templates**](https://www.tideway.london/tunnelworks/primary/history-ks2/local-history-template/)**which could be adapted for other areas.**

* [**Migration Museum**](https://www.migrationmuseum.org/)
* [**Schools History Project**](http://www.schoolshistoryproject.co.uk/resource/1-primary/)
* [**History Today**](https://www.historytoday.com/)
* [**The British Museum**](https://www.britishmuseum.org/)
* [**The British Museum - Famous Black Britons**](https://www.britishmuseum.org/learn/schools/ages-3-6/classroom-resource-famous-black-britons)
* [**The British Museum - Virtual Visits**](https://www.britishmuseum.org/learn/schools/samsung-digital-discovery-centre/virtual-visits/)
* [**The British Museum - Key Stage 2**](https://www.britishmuseum.org/learn/schools/ages-7-11)
* [**The National Archives**](https://www.nationalarchives.gov.uk/education/)
* [**The National Holocaust Centre and Museum**](https://www.holocaust.org.uk/)
* [**Jewish Museum London**](https://jewishmuseum.org.uk/jewish-museum-online/)
* [**The BAMEed Network**](https://www.bameednetwork.com/)
* [**English Heritage**](https://www.english-heritage.org.uk/learn/teaching-resources/)
* [**Museum of Transport - Greater Manchester**](https://motgm.uk/timeline.html)
* [**Imperial War Museums**](https://www.iwm.org.uk/history)
* [**Learning Disability History**](http://www.learningdisabilityhistory.org/)
* [**Black Cultural Archives**](https://blackculturalarchives.org/learning/schools-programme)
* [**Layers of London-**](https://www.layersoflondon.org/learning)**a map-based history website developed by the Institute of Historical Research. Users can access free historic maps of London and contribute stories, memories and histories to create a social history resource about their area. The learning area of the website has many useful resources and teaching ideas.**

**BBC resources:**

* [**https://www.bbc.co.uk/programmes/b006vd1m**](https://www.bbc.co.uk/programmes/b006vd1m)
* [**https://www.bbc.co.uk/teach/school-radio/history/zfmj92p**](https://www.bbc.co.uk/teach/school-radio/history/zfmj92p)
* [**https://www.bbc.co.uk/teach/ks1-history/z6h3jhv**](https://www.bbc.co.uk/teach/ks1-history/z6h3jhv)**- resources, lessons and subject knowledge on: The Great fire of London, The gunpowder Plot, Castles and Knights and Grace Darling.**
* [**https://www.bbc.co.uk/teach/ks2-history/zfbwhbk**](https://www.bbc.co.uk/teach/ks2-history/zfbwhbk)**- Resources , lessons and subject knowledge for KS2 history.**
* **The Cornerstones website has a magazine regularly published.**[**This edition**](https://cornerstoneseducation.co.uk/the-magazine/subject-knowledge-edition/)**has an article on the history curriculum.**

**Recommended Reading**

* **History education and history as a discipline:**
* **E H Carr - What is History?**
* **Richard Evans - In Defence of History**
* **Davies, I. (ed.) (2017) - Debates in History Teaching, Oxford: Routledge**
* **Edited by Arthur Chapman (2021) -**[**Knowing History in Schools**](https://www.uclpress.co.uk/products/130698)**(UCL Press) - Free to download**
* **Harris, R., Burn, K. & Woolley, M. (2014) - The Guided Reader to Teaching and Learning History, Abingdon: Routledge.**
* **James William Percival (2017) - Investigating Narrative Forms Of History Pedagogy In Primary Initial Teacher Education In England Oxford Brookes University, Oxford, United Kingdom**
* **International Journal of Historical Learning, Teaching and Research [IJHLTR], Volume 15, Number 1 – Autumn/Winter 2017**
* **Husbands, C. (1996) - What is History Teaching? Language, ideas and meaning in learning about the past, Milton Keynes: Open University Press.**
* **Christine Counsell (2021) History pp. 154-173 (20 pages) from the book -**[**‘What Should Schools Teach**](https://www.jstor.org/stable/j.ctv14t475s.16?seq=1#metadata_info_tab_contents)**?: Disciplines, subjects and the pursuit of truth’ Alka Sehgal Cuthbert, Alex Standish. 2021 UCL Press**
* **James Percival - Understanding and Teaching Primary History**
* **History Through Stories: Teaching Primary History with Storytelling - (Storytelling School Series) July 2016 by Chris Smith (Author), Adam Guillain (Author), Nanette Noonan (Author)**
* **Rosie Turner-Bisset - Creative Teaching: History in the Primary Classroom 2005. A blog about ways to develop primary history and some practical ideas.**
* **Victoria Crooks -**[**Blog From caveman to concepts: Making history count in the primary classroom**](https://blogs.nottingham.ac.uk/primaryeducationnetwork/2020/03/17/from-caveman-to-concepts-making-history-count-in-the-primary-classroom/)

**Subject knowledge:**

* [**The Historical Association website**](https://www.history.org.uk/secondary/resource/9768/history-teacher-subject-knowledge-reading-list)**has a list of suggested reading for teachers to build their subject knowledge. This is aimed at secondary curriculum, but has some useful reading for primary teachers who are seeking to fill in gaps in their historical knowledge. This is accessible without being a member of the Historical Association.**
* [**English Heritage**](https://www.english-heritage.org.uk/learn/teaching-resources/)**has a range of resources which support teaching and learning and building subject knowledge.**
* **The National Archives: There are several free online workshops available for teachers via the National Archives. This is a selection chosen, but the website has others related to specific areas of history and to help develop subject knowledge.**
* [**Making History: Using Archives in the Classroom**](https://www.history.org.uk/secondary/module/3098/making-history-using-archives-in-the-classroom)**- For KS2, a one hour online workshop (free) considering**[**‘How do historians know what to believe?**](https://www.nationalarchives.gov.uk/education/sessions/what-is-history-ks2/)**’ This session gives pupils the opportunity to work with a range of primary documents selected around a specific theme.**
* **KS1 45min online workshop -**[**How can we know what happened back in 1666?**](https://www.nationalarchives.gov.uk/education/sessions/great-fire/)**This session introduces pupils to The National Archives and to some of the famous documents connected with the Great Fire of London. Pupils are introduced to primary source material as they investigate what happened in 1666 and develop their skills of historical enquiry.**

**Blog**

* [**“History in outstanding primary schools”**](https://educationinspection.blog.gov.uk/2021/04/27/history-in-outstanding-primary-schools/)**has been published on the Ofsted blog: schools, early years, further education and skills blog. Tim Jenner HMI, Ofsted’s subject lead for history, talks about the findings from our history subject inspections.**

**Diversity, Equity and Inclusion in History:**

* [**Runnymede's History Lessons project report (2015)**](https://www.runnymedetrust.org/uploads/History%20Lessons%20-%20Teaching%20Diversity%20In%20and%20Through%20the%20History%20National%20Curriculum.pdf)
* **Britons**
* [**Helen Snelson - Integrating Disability in History Education**](https://rethinkingdisability.net/integrating-disability-history-in-education/)
* **Bev Forrest  History curriculum – Disability History Month and diversity**
* [**‘It’s high time people with disabilities were embedded into history curriculums ‘ article**](https://www.teachwire.net/news/history-curriculum-disability-history-month-and-diversity)
* [**‘Timelines from Black History Leader , Legends, Legacies’(DK, 2020)**](https://www.amazon.co.uk/Timelines-Black-History-Leaders-Legacies/dp/0241503612/ref%3Dsr_1_1?dchild=1&keywords=timelines+from+black+history&qid=1628506512&s=books&sr=1-1)
* [**"I am Not a Label" by Cerrie Burnell**](https://www.amazon.co.uk/Am-Not-Label-disabled-activists/dp/0711247447)**-34 artists, thinkers, athletes and activists with disabilities, from past and present. From Frida Kahlo to Stephen Hawking, find out how these iconic figures have overcome obstacles, owned their differences and paved the way for others by making their bodies and minds work for them.**
* [**‘Historiana’**](https://www.euroclio.eu/historiana/)**is an online resource for educators that offers a variety of material to teach inclusive history and citizenship.**
* **Michael Rosen - The Missing. This collection of poems, diary entries, archive records, and narrative presents the personal story of Michael Rosen’s quest to trace his family history. It provides an account of what happened to Jewish families in the Holocaust. A suitable  resource for KS2 classes learning about WW2.**
* **Blog article:  Nicole Ridley April 2020 -**[**Finding women in the American West**](https://onebighistorydepartment.com/2020/04/27/finding-women-in-the-american-west/)

**Holocaust Education**

* [**Holocaust Educational Trust:**](https://www.het.org.uk/images/downloads/Primary/A_Guide_for_Primary_School_Teachers.pdf)**A Guide for Primary School Teachers is designed to support the growing number of primary schools which wish to explore issues related to the Holocaust with their students.**
* **Michael Rosen - The Missing. This collection of poems, diary entries, archive records, and narrative presents the personal story of Michael Rosen’s quest to trace his family history. It provides an account of what happened to Jewish families in the Holocaust. A suitable  resource for KS2 classes learning about WW2.**
* [**Teaching the Holocaust:**](https://www.futurelearn.com/courses/holocaust-teaching)**Innovative Approaches to the Challenges We Face UCL Future Learn free course. Explore history, delve into pedagogical challenges revealed by research, and find practical solutions for teaching the Holocaust.**
* [**The Jewish Museum**](https://jewishmuseum.org.uk/schools/)**, London offers CPD and resources for schools.**

**LGBTQ+**

* [**History Codes with Anne Lister**](http://the-classroom.org.uk/lessons-and-resources/by-subject/history/schools-out-history-lessons/ks2-history-codes-with-anne-lister/)
* [**Stonewall - Best Practice Toolkits and Resources**](https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0)
* **The need for children’s literature to reflect the reality of who we all are is detailed in CLPE’s annual survey into ethnic representation within UK children’s literature. Historical fiction is a valuable part of the resources that may be used in schools, but when selecting fiction, educators should question the texts that are chosen and how they are used.**[**The CLPE ‘s Reflecting Realities reports can be accessed here.**](https://clpe.org.uk/blog/3-years-why-reflecting-realities-and-reflecting-them-well-continues-be-important)**A list of some children’s historical fiction is listed below along with some links to some historical  fiction book lists and titles.**

[**Article on historical fiction for children and diversity**](https://fcbg.org.uk/looking-for-diverse-characters-in-childrens-historical-novels/)

* **A selection of historical fiction:**
* **Voices Series:**
* **Now or Never: A Dunkirk Story - Bali Rai**
* **Diver's Daughter: A Tudor Story - Patrice Lawrence**
* **Son of the Circus: A Victorian Story - E.L.Norry**
* **Empire's End - A Roman Story - Leila Rasheed**
* **Windrush Child - Benjamin Zephaniah**
* **Two Sisters: A Story of Freedom - Kereen Getten**
* **The Wheel of Surya - Jamila Gavin**
* [**10 great Primary books to delve into history**](https://www.teachwire.net/news/10-great-primary-books-to-delve-into-history)**by Carey Fluker Hunt**

**Videos**

[**History Association Film: Making the most of your primary membership**](https://www.history.org.uk/primary/resource/10083/film-making-the-most-of-your-primary-membership)

[**https://www.migrationmuseum.org/output/video/david-olusoga-delivers-the-migration-museum-annual-lecture-2018-the-perils-of-our-insular-illusion/**](https://www.migrationmuseum.org/output/video/david-olusoga-delivers-the-migration-museum-annual-lecture-2018-the-perils-of-our-insular-illusion/)

**Mary Beard and David Olusoga on History, Memory and Change July 2020:**

[**English Heritage videos on teaching prehistory**](https://www.english-heritage.org.uk/learn/teaching-resources/teaching-history/teaching-prehistory/)

**Teacher’s TV: KS2 History- chronology workshop**

[**Watch a video of the keynote presentation from Robin Whitburn and Abdul Mohamud (Justice to History).**](https://www.rmg.co.uk/schools-communities/teacher-resources/national-maritime-museum-history-teacher-resourcesLq-zBnUkspOYxstpxfVrYMfTEk-TJ915%26index%3D10)

**Museum of LondonWhat is archaeology and what can it tell us about London’s past? Discover how archaeologists use artefacts as clues to reveal fascinating stories from London’s past. This is useful for teachers in explaining how archaeologists investigate the past. 2mins 38**

**Mr T does Primary History This is the first episode of the series to support children's chronological understanding and be used in the classroom. It emphasises the concept of within living memory and how this builds on what is taught in eyfs. (7mins)**

**Mr T does Primary History This  focuses on the base level of chronology - sequencing. (5mins 46)**

**BeBold History Network@BeBoldHistory**

**Podcasts**

**Historical Association** has a [vast range of podcasts](https://www.history.org.uk/podcasts) available, curated by period of history.

Over 350 high-quality podcast talks by history experts across a wide range of historical periods, regions and themes.

All podcasts are free to HA members. Non-members can listen to the first track of each podcast for free.

[**The Curriculum**](https://player.captivate.fm/episode/dd8d96f9-1d90-4aa6-9599-6cc962147793) - Cornerstones Education Podcast (Captivate) with short episodes covering a range of subjects for teachers.

Episode 14 • 02/02/18  The importance of History in the primary curriculum

The Curriculum explores the place and importance of history in the primary curriculum, with host Melanie Moore talking to Al Ritchie, primary teacher, history specialist and Cornerstones consultant. Issues explored include the importance of history, how to teach chronology and overcoming barriers to teacher expertise.

[**The Primary History Podcast**](https://podcasts.apple.com/gb/podcast/the-primary-history-podcast/id1521974079)  (Apple) Christopher Russell  Short podcasts on different aspects of teaching history.

[**Primary Sources: Conversations with History Makers.**](https://podcasts.apple.com/gb/podcast/episode-1-greg-jenner/id1567501410?i=1000521727041)  (Apple) Episode 1 - Greg Jenner - Have a browse to hear interviews with other history experts.

[**Homeschool History**](https://podcasts.apple.com/gb/podcast/homeschool-history/id1508131098) (Apple) Greg Jenner - Aimed at children learning at home, but is useful to gather subject knowledge.

[**The Rest is History**](https://podcasts.apple.com/gb/podcast/the-rest-is-history/id1537788786) (Apple) Each episode focuses on a specific event, theme or  issue, with a guests from a range of backgrounds. (30 - 60 mins)

**Reports**

* [Blog - History in Outstanding Primary Schools - April 2021](https://educationinspection.blog.gov.uk/2021/04/27/history-in-outstanding-primary-schools/)
* [The Ofsted Research Review Series: history (July 2021)](https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history) outlines the national context in relation to history, considers curriculum progression in history, pedagogy, assessment and the impact of school leaders’ decisions on provision and summarises their review of research into factors that can affect quality of education in history. A pdf copy is available [here.](https://www.nasbtt.org.uk/wp-content/uploads/2021/11/Research-review-series_-history-14072021.pdf)

**Languages - Primary**

**The follow section is aimed to help trainees develop the appropriate subject knowledge needed for Primary Languages.**

**Subject Association**

ALL Association for Language Learning:

* [Main website](https://www.all-languages.org.uk/)
* [Primary Zone](https://www.all-languages.org.uk/primary-2/)

[RiPL](https://ripl.uk/)

* Research in Primary Languages (a group of researchers, practising teachers, teacher educators and policy makers interested in Research in Primary Languages)

**Useful Resources**

### **Statutory / National Guidance for KS2 Languages:** KS2 Programme of Study including the 12 DfE Attainment Targets for Primary Languages:

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf>

### **CPD for MFL Coordinators:** <https://primarylanguages.network/cpdevents>

### **Primary Languages ITT including an “ITT Dashboard” a VLE designed for trainees to support them with their teaching of MFL. Includes native speaker videos and sound files:** <https://primarylanguages.network/training-courses-for-teaching-schools-clusters-and-groups>

### **FutureLearn courses:** <https://www.futurelearn.com/courses/teaching-languages-in-primary-schools-putting-research-into-practice/1>

### **Language Nut webinars:** <https://www.languagenut.com/en-gb/webinarmfl/>

<https://www.cavelanguages.co.uk/sharing-good-practice>

### **Resources for Primary Languages Teachers:**

Resources from ALL partners: <https://www.all-languages.org.uk/primary-2/primary-resources/>

Some free resources:

<https://www.youtube.com/primarylanguagesnetwork>

<https://www.bbc.co.uk/bitesize/subjects/zdmtsbk>

<https://www.lightbulblanguages.co.uk/resources-primary.htm>

For a more comprehensive list of schemes of work please download the ASCL Language Transition Toolkit in French, German and Spanish. A good list of schemes of work (both for purchase and freely available) is supplied for each language at the end of each document:

<https://ascl.org.uk/Help-and-Advice/Primary-education/KS2-KS3-Language-Learning-Transition-Toolkit>

**Recommended Reading**

* **ASCL Language Transition Toolkit:**
* [**Association of School and College Leaders - Language and Learning Transition Toolkit**](https://ascl.org.uk/Help-and-Advice/Primary-education/KS2-KS3-Language-Learning-Transition-Toolkit)

**Language Teaching Pedagogy Books:**

* **Teaching Languages Creatively by Philip Hood**
* **The Really Useful Primary Languages Book by Jayne Wright and Alison Taylor**
* **Teaching Foreign Languages in the Primary School (Routledge)**
* **Modern Foreign Languages 5-11 by Jane Jones and Simon Coffey**
* **Brilliant Publications: Assessing Primary Languages**
* **Brilliant Publications: 100+ Fun ideas for Practicing MFL In the Primary Classroom**
* **Games for Teaching Primary French by Danielle Bourdais and Sue Finnie**

**Good books for the classroom to support Intercultural Understanding:**

* **If the World Were a Village by David J. Smith and Shelagh Armstrong**
* **Welcome to our World by Moira Butterfield**
* **DK: Celebrations around the World**
* **DK: Children Just Like Me Series**
* **What a wonderful word by Nicola Edwards and Luisa Uribe**
* **My Name is not Refugee by Kate Milner**

**Blog**

* [**“Languages in outstanding primary schools”**](https://educationinspection.blog.gov.uk/2021/05/04/languages-in-outstanding-primary-schools/)**has been published on the Ofsted blog: schools, early years, further education and skills blog. Michael Wardle HMI, Ofsted’s subject lead for languages, discusses our language subject inspections.**

**Videos**

**Free video resources for the classroom:**

[**https://www.youtube.com/primarylanguagesnetwork**](https://www.youtube.com/primarylanguagesnetwork)

**Free CPD Videos:**

[**https://www.languagenut.com/en-gb/webinarmfl/**](https://www.languagenut.com/en-gb/webinarmfl/)

[**https://www.languageangels.com/schools/**](https://www.languageangels.com/schools/)

**(go to the CPD Tab for recorded webinars)**

**Reports**

Ofsted Curriculum Review for Languages published June 2021:

<https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages>

[Research Review Series - languages pdf](https://www.nasbtt.org.uk/wp-content/uploads/2021/11/Curriculum-research-review-series_-languages-07062021.pdf)

**Mathematics - Primary**

**The follow section is aimed to help trainees develop the appropriate subject knowledge needed for Mathematics.**

**Subject Association**

* [**The National Centre for Excellence in the Teaching of Mathematics**](https://www.ncetm.org.uk/)
* [**Association of Teachers of Mathematics**](https://www.atm.org.uk/)
* [**Mathematical Association**](https://www.m-a.org.uk/)
* [**National Association of Mathematics Advisers**](http://www.namamaths.org.uk/)
* [**The Association of Mathematics Education Teachers**](https://www.ametonline.org.uk/)

**Useful Resources**

* [**White Rose Maths**](https://whiterosemaths.com/resources/primary-resources/)
* [**Third Space Learning**](https://thirdspacelearning.com/blog/)

**Recommended Reading**

**Maths Anxiety**

* **Wicks, K. (2021) *Tackling Anxiety in Primary Mathematics Teachers.*Critical Publishing: St Albans**
* **Elizabeth Jackson -**[***Mathematics Anxiety in Student Teachers***](https://core.ac.uk/download/pdf/29420121.pdf)
* **University of Cambridge -**[***Understanding Mathematics Anxiety***](https://www.nuffieldfoundation.org/wp-content/uploads/2019/11/Szucs204117920-20Executive20Summary_.pdf)

**Maths Mastery**

* **McCourt, M. (2019) *Teaching for Mastery*. John Catt Educational: Woodbridge**
* **Mackle, M. (2020) *Thinking Deeply About Primary Mathematics.*John Catt Educational: Woodbridge**
* [***5 Myths of Mastery in Mathematics***](https://bbomathshub.org.uk/wp-content/uploads/nama_5_five_mastery_myths-2.pdf)
* **Olivia Fitzmaurice**[***Ours is not to Reason Why, Just Invert and Multiply***](https://www.researchgate.net/publication/273959423_%27Ours_is_not_to_reason_why_just_invert_and_multiply%27_an_insight_into_Irish_prospective_secondary_teachers%27_conceptual_understanding_of_the_division_of_fractions)

**Mathematics as a Social Justice Issue**

* [***Social Justice in the Mathematics Classroom***](https://discovery.ucl.ac.uk/id/eprint/1482147/)
* **University of Cambridge**[***Mastering Mathematics and the New Curriculum***](https://nrich.maths.org/12162)
* **Jo Boaler *Promoting ‘relational equity’ and high mathematics achievement through an innovative mixed‐ability approach***

**The Early Years Foundation Stage (EYFS)**

* **Haylock, D. and Cockburn, A. (2017) *Understanding Mathematics for Young Children.*SAGE: London**
* **Jill Sapoznick and Jeanine Brownell**[***Why One-to-One Correspondence Matters***](https://earlymath.erikson.edu/why-one-to-one-correspondence-math-matters/)
* **Helen J Williams**[***Mathematics in the Early Years: What Matters?***](https://impact.chartered.college/article/mathematics-in-early-years/)

**Video**

**https://www.youtube.com/watch?v=yXdHGBfoqfw**

**https://www.youtube.com/channel/UCsT0YIqwnpJCM-mx7-gSA4Q**

[**https://youtu.be/Zv-uhCkLQ1Y**](https://youtu.be/Zv-uhCkLQ1Y)

**Reports**

* [**https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics**](https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics)
* [**Research Review Series: Mathematics - pdf**](https://www.nasbtt.org.uk/wp-content/uploads/2021/11/Research-review-series_-mathematics-2505201.pdf)

**Physical Education - Primary**

**The follow section is aimed to help trainees develop the appropriate subject knowledge needed for PE.**

**Subject Association**

[**The Association for Physical Education (afPE)**](https://www.afpe.org.uk/) is the representative Subject Association for Physical Education in the United Kingdom.

Its purpose is to promote and maintain high standards and safe practice in all aspects and at all levels of Physical Education, school sport and physical activity, influencing developments at national and local levels that will impact on pupils’ physical health and emotional well-being.

It provides quality assured services and resources, and valuable professional support for its members and the Physical Education, school sport and physical activity sector.

There are a number of memberships plans available that can be viewed on the website, including those for schools, individuals, trainees and HEIs.

**Useful Resources**

[**The Youth Sport Trust (YST)**](https://www.youthsporttrust.org/)**is the United Kingdom’s leading charity, improving every young person’s education and development through sport and play. There is a number of programmes, resources, and membership packages that can be viewed on the website. Of particular interest to primary practitioners are the ‘TOPS’ suite of CPD and resources (TOP Start, TOP Play and TOP PE).**

[**Create Development**](https://www.createdevelopment.co.uk/)**provides training and resources to support primary schools, families, and communities to transform the culture of physical activity. The unique, inclusive approach aims to create habits and develop essential behaviours, physical literacy, emotional and thinking skills in EVERY child.**

[**The School Games**](https://www.yourschoolgames.com/)**inspires young people to be physically active for life through positive experiences of daily activity and competition. It is funded by Sport England, delivered by the Youth Sport Trust and involves funded School Games Organisers (SGOs) at a local level and School Games County Alliances at a county level working together to create an annual calendar of competition. Resources for selected sports are available on the School Games website.**

[**Get Set 4 PE**](http://www.getset4pe.co.uk/)**provides schemes of work and lesson plans that are simple and easy to use, giving teachers the subject knowledge, confidence and support in assessment, development and delivery of high quality Physical Education.**

[**The PE Hub**](https://thepehub.co.uk/)**is a hub of high quality Physical Education planning resources that empower primary school teachers to deliver better Physical Education.**

### [**Primary PE Passport**](https://primarypepassport.co.uk/)**is an online Physical Education planning, assessment and tracking tool designed to enable primary school teachers to deliver, monitor and assess high quality, enjoyable and effective Physical Education.**

**Recommended Reading**

As a starting point see the North East Partnership SCITT’s [‘Recommended Reading Resource for Physical Education’](https://www.nasbtt.org.uk/wp-content/uploads/2021/11/1.-NEP-SCITT-recommended-reading-PE-introduction-April-2021.pdf)

This resource comprises:

* [Recommended reading spreadsheet:](https://www.nasbtt.org.uk/wp-content/uploads/2021/11/2.-Copy-of-NEP-SCITT-recommended-reading-PE-lists-April-2021.xlsx)
	+ Sheet 1: Recommended books
	+ Sheet 2: Recommended journal articles
	+ Sheet 3: Other physical education resources
	+ Sheet 4: Relevant journals
* [Abstracts of recommended books](https://www.nasbtt.org.uk/wp-content/uploads/2021/11/3.-NEP-SCITT-recommended-reading-PE-book-abstracts-April-2021.pdf) – as listed in sheet 1 above
* [Abstracts of recommended articles](https://www.nasbtt.org.uk/wp-content/uploads/2021/11/4.-NEP-SCITT-recommended-reading-PE-article-abstracts-April-2021.pdf) – as listed in sheet 2 above.

It is constructed around the ITT Core Content Framework and enables users to filter the spreadsheet entries by core content headings and phase of education.

**Twitter**

**Twitter is a valuable platform for sharing resources.   Below is a short, suggested follower list to get you started:**

* **@afPE\_PE**
* **@PEgeeks**
* **@PE\_Primary\_Ltd**
* **@PrimPEplanning**
* **@PE4learning**
* **@SchsActiveMment**
* **@Sport\_England**
* **@YouthSportTrust**

**Religious Education - Primary**

**The follow section is aimed to help trainees develop the appropriate subject knowledge needed for RE.**

**Subject Association**

**Main Subject Association - NATRE**

NATRE membership offers a range of benefits including a termly curriculum book containing a wide variety of teaching resources and ideas, as well as the magazine *RE Today* and the journal *Professional Reflection*.

<https://www.natre.org.uk/membership/membership/>

**NATRE also support free local groups and hubs. Find your region and follow the links to join local networks:**

<https://www.natre.org.uk/about-natre/re-in-your-region/>

**Additional Subject Associations:**

[Home | areiac](https://www.areiac.org.uk/)

[Home | NASACRE](https://nasacre.org.uk/)

**Useful Resources**

[**https://www.reonline.org.uk/**](https://www.reonline.org.uk/)

[**Homepage - Culham St Gabriel's (cstg.org.uk)**](https://www.cstg.org.uk/)

[**https://www.retoday.org.uk/**](https://www.retoday.org.uk/)

[**About the REC - The Religious Education Council of England and Wales**](https://www.religiouseducationcouncil.org.uk/about/)

[**Home | NASACRE**](https://nasacre.org.uk/)

[**RE in your Region (natre.org.uk)**](https://www.natre.org.uk/about-natre/re-in-your-region/)

[**RE:quest (request.org.uk)**](https://request.org.uk/?gclid=Cj0KCQjwkbuKBhDRARIsAALysV7s0mg2S2FNwKuawh5VcqkRtuc5Mq87t31WXKbFGInzybjKr86RXeUaAk5sEALw_wcB)

[**Blog - RE:ONLINE (reonline.org.uk)**](https://www.reonline.org.uk/blog/?cfilters=%7B%22group%22%3A%22post%22%2C%22items%22%3A%5B%5D%7D)

### **Curriculum:**

### [**Mary Myatt Learning - learning, leadership and the curriculum**](https://www.marymyatt.com/)

### **Planning, teaching and learning:**

### [**Good Learning in RE - RE:ONLINE (reonline.org.uk)**](https://www.reonline.org.uk/resources/good-learning-in-re/)

### [**Teach:RE Primary | Teach:RE (teachre.co.uk)**](https://www.teachre.co.uk/teach-re-course/teachre-primary/)

### [**KS1 Religious Studies - BBC Teach**](https://www.bbc.co.uk/teach/ks1-religious-studies/zmtvwty)

### [**KS2 Religious Studies - BBC Teach**](https://www.bbc.co.uk/teach/ks2-religious-studies/z6pbqp3)

### [**KS2 Religious Education - BBC Bitesize**](https://www.bbc.co.uk/bitesize/subjects/z7hs34j)

### [**Award winning free resources for RE, PSHE and Citizenship (truetube.co.uk)**](https://www.truetube.co.uk/)

### [**Discovery RE in Detail | Discovery RE (discoveryschemeofwork.com)**](https://discoveryschemeofwork.com/discovery-re-in-detail/?utm_term=re%20national%20curriculum&utm_campaign=Discovery+RE&utm_source=adwords&utm_medium=ppc&hsa_acc=7809023990&hsa_cam=14736654362&hsa_grp=125416591097&hsa_ad=547433331789&hsa_src=g&hsa_tgt=kwd-330819793401&hsa_kw=re%20national%20curriculum&hsa_mt=b&hsa_net=adwords&hsa_ver=3&gclid=Cj0KCQjwkbuKBhDRARIsAALysV4aLsll6pp5hBh-5h83v9wFgrKXtvlFN2kIqgEVZUyqlYHRa76ifuAaAlT1EALw_wcB)

**Recommended Reading**

**General:**

[Ofsted: Six ways to improve religious education teaching| Tes](https://www.tes.com/news/ofsted-six-ways-improve-re-teaching)

[Ofsted-and-the-broad-balanced-curriculum.pptx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.ltlre.org%2Fwp-content%2Fuploads%2F2019%2F10%2FOfsted-and-the-broad-balanced-curriculum.pptx&wdOrigin=BROWSELINK)

[Layout 1 (commissiononre.org.uk)](https://www.commissiononre.org.uk/wp-content/uploads/2018/09/Final-Report-Exec-Summary-of-the-Commission-on-RE.pdf)

[10 steps to increase the presence of RE in your school – Teachers Talk (natre.org.uk)](https://teachers-talk.natre.org.uk/how-to-increase-the-presence-of-re-in-your-school/)

[A National Plan for RE - CoRE summary final with headers.pdf (natre.org.uk)](https://www.natre.org.uk/uploads/Free%20Resources/A%20National%20Plan%20for%20RE%20-%20CoRE%20summary%20final%20with%20headers.pdf)

[Ofsted Primary and Secondary Reports Autumn 2019 221119 final final.pdf (natre.org.uk)](https://www.natre.org.uk/uploads/Ofsted%20Primary%20and%20Secondary%20Reports%20Autumn%202019%20221119%20final%20final.pdf)

[2013 Review of Religious Education in England.pdf (natre.org.uk)](https://www.natre.org.uk/uploads/Free%20Resources/2013%20Review%20of%20Religious%20Education%20in%20England.pdf)

**Curriculum:**

[Speed read: Ofsted’s guide to a ‘high-quality’ RE curriculum (schoolsweek.co.uk)](https://schoolsweek.co.uk/speed-read-ofsteds-guide-to-a-high-quality-re-curriculum/)

**Planning, teaching and learning:**

[Free Self-Study Courses | Teach:RE (teachre.co.uk)](https://www.teachre.co.uk/free-self-study-courses/)

[Practical Support - RE:ONLINE (reonline.org.uk)](https://www.reonline.org.uk/leadership/practical-support/)

**Video**

**General:**

[**Nobody Stands Nowhere - Theos Think Tank - Understanding faith. Enriching society.**](https://www.theosthinktank.co.uk/comment/2021/05/12/worldviews-film)

[**Primary: What is RE? - YouTube**](https://www.youtube.com/watch?v=PUBE2MAMABU)

[**Award winning free resources for RE, PSHE and Citizenship (truetube.co.uk)**](https://www.truetube.co.uk/)

[**In Conversation - RE:ONLINE (reonline.org.uk)**](https://www.reonline.org.uk/research/in-conversation/)

[**(2) Dr Richard Kueh on factors that can influence the quality of religious education in schools - YouTube**](https://www.youtube.com/watch?v=GiaKdZkTaMU)

**Curriculum:**

[**Curriculum - RE:ONLINE (reonline.org.uk)**](https://www.reonline.org.uk/leadership/curriculum/)

[**Primary: What is RE? - YouTube**](https://www.youtube.com/watch?v=PUBE2MAMABU)

[**(2) Dr Richard Kueh on the curriculum - YouTube**](https://www.youtube.com/watch?v=gJmJC_RhRNk)

**Planning / Teaching:**

[**Primary RE - identifying outstanding lessons (natre.org.uk)**](https://www.natre.org.uk/resources/primary-re-identifying-outstanding-lessons/)

[**Top 10 Tips for Teaching RE « Teachers (request.org.uk)**](https://request.org.uk/teachers/teacher-training/10-top-tips-for-being-a-more-confident-re-teacher/)

**Reports**

[**Research review series: religious education - GOV.UK (www.gov.uk)**](https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education)

[**Research Review series: religious education - pdf version**](https://www.nasbtt.org.uk/wp-content/uploads/2021/11/Research-review-series_-religious-education-12052021.pdf)

[**Ofsted Framework 2019 article final.pdf (natre.org.uk)**](https://www.natre.org.uk/uploads/Additional%20Documents/Ofsted%20Framework%202019%20article%20final.pdf)

[**Research review series: religious education - GOV.UK (www.gov.uk)**](https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education)

**Science - Primary**

**The follow section is aimed to help trainees develop the appropriate subject knowledge needed for Science.**

**Subject Association**

**Association of Science Education:**[**https://www.ase.org.uk/**](https://www.ase.org.uk/)

**Primary Science Teaching Trust -** [**https://pstt.org.uk/resources**](https://pstt.org.uk/resources)

**The Royal Society of Science**[**https://royalsociety.org/**](https://royalsociety.org/)

**Stem Learning**[**https://www.stem.org.uk/**](https://www.stem.org.uk/)

**Useful Resources**

**Association of Science Education:**[**https://www.ase.org.uk/**](https://www.ase.org.uk/)

### **Stem Learning**[**https://www.stem.org.uk/**](https://www.stem.org.uk/)

### [**https://www.sciencefix.co.uk/2020/06/teaching-primary-science-outside-of-the-classroom/?utm\_source=ReviveOldPost&utm\_medium=social&utm\_campaign=ReviveOldPost**](https://www.sciencefix.co.uk/2020/06/teaching-primary-science-outside-of-the-classroom/?utm_source=ReviveOldPost&utm_medium=social&utm_campaign=ReviveOldPost)

Science curriculum planning podcast  <https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-curriculum-planning-in-science/>

Primary science resource packs <https://www.stem.org.uk/primary-science>

**Recommended Reading**

**Evidence on science from the Teaching and Learning Toolkit alongside the findings from recent EEF projects.**[**https://educationendowmentfoundation.org.uk/guidance-for-teachers/science**](https://educationendowmentfoundation.org.uk/guidance-for-teachers/science)

**It’s not Fair, or is it? By Jane Turner**

**Improving children’s learning by improving the quality of classroom talk**[**https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dialogic-teaching**](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dialogic-teaching)

**Thinking, Doing,Talking Science**[**https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/thinking-doing-talking-science**](https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/thinking-doing-talking-science)

**Teach now! Science: The Joy of Teaching Science   Tom Sherrington**

**A creative approach to teaching science    N Waller**

**Ten ways to drive primary science in schools**[**https://www.stem.org.uk/news-and-views/opinions/ten-ways-drive-science-primary-schools**](https://www.stem.org.uk/news-and-views/opinions/ten-ways-drive-science-primary-schools)

**Early Years Science and Integration**[**https://research.acer.edu.au/cgi/viewcontent.cgi?article=1024&context=early\_childhood\_misc**](https://research.acer.edu.au/cgi/viewcontent.cgi?article=1024&context=early_childhood_misc)

**OFSTED Primary science deep dive – ensure your curriculum has intent, implementation and impact**[**https://www.teachwire.net/news/ofsted-primary-science-deep-dive-ensure-your-curriculum-has-intent-implementation-and-impact**](https://www.teachwire.net/news/ofsted-primary-science-deep-dive-ensure-your-curriculum-has-intent-implementation-and-impact)

**Video**

[**https://www.ted.com/talks/tyler\_dewitt\_hey\_science\_teachers\_make\_it\_fun?language=en**](https://www.ted.com/talks/tyler_dewitt_hey_science_teachers_make_it_fun?language=en)

**Best practice in teaching primary science**

[**https://www.ted.com/talks/beau\_lotto\_amy\_o\_toole\_science\_is\_for\_everyone\_kids\_included?language=en**](https://www.ted.com/talks/beau_lotto_amy_o_toole_science_is_for_everyone_kids_included?language=en)

**The Oak Academy lessons**[**https://classroom.thenational.academy/subjects-by-key-stage**](https://classroom.thenational.academy/subjects-by-key-stage)

**Primary School Science at Home**

**https://royalsociety.org/topics-policy/education-skills/teacher-resources-and-opportunities/resources-for-teachers/science-at-home/primary/**

**Reports**

[**https://www.gov.uk/government/publications/research-review-series-science**](https://www.gov.uk/government/publications/research-review-series-science)

[**Research Review Series: Science - pdf version**](https://www.nasbtt.org.uk/wp-content/uploads/2021/11/Research-review-series_-science-29042021.pdf)

**Interview Questions for Subject Lead**

These interviews are to be completed by the trainee to understand lead and second school placements approach to teaching science, history or geography.

|  |  |
| --- | --- |
| **Questions to ask subject lead** |  |
| **INTENT** Is there a curriculum overview to cover the National curriculum statutory areas and aims/purposes for this subject?How does the curriculum in your subject set out and sequence the knowledge that pupils will gain at each stage?Why was it sequenced this way?How is the curriculum planned and sequenced so that new knowledge and skills build on what has been taught before and is this evident in planning? How do you enable children to remember more?How did you design the curriculum to meet the needs of your pupils and reflect the community? How do you enable pupils with EAL, SEND, Vulnerable pupils and disadvantaged pupils to access the curriculum? Do you follow any commercial schemes? If so which and why did you choose that one? How do you know what resources you need and what is out there that may further enhance the classroom provision? How do you share new ideas, resources and research with other staff? |  |
| **IMPLEMENTATION** What is the quality of learning and retention of key knowledge in your subject and how do you know? Does planning identify small enough components so all children can achieve the end points? (breaking down key knowledge).How is best practice shared across the school? How do teachers check that pupils are learning and remembering what they need to know and be able to do to answer the big questions?How do teachers support children who are behind their peers to catch up on the key knowledge missed or not understood in this subject? |  |
| **IMPACT** What does external (if relevant) and internal assessment and QA information tell you about how effectively the curriculum is being implemented?Have you had to make any changes to what is planned as a result?How is quality of teaching and learning monitored? * learning walks? deep dives? review of environment?
* analysing any assessment information
* scrutiny of pupils’ work/book looks?
* checking teachers’ planning (including long term subject coverage)?
* interviews with pupils?
 |  |
| How does (your subject) start in Early Years? How does the EYFS curriculum prepare pupils for Year 1 and the National Curriculum? (is there a clear progression?)How does (your subject) start in KS1?  |  |