**RBWM SCITT**

**2021-2022**

**Secondary 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**

|  |  |
| --- | --- |
| 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**



**Subject Knowledge – Biology**

**The follow section is aimed to help trainees develop the appropriate subject knowledge needed for Biology and to give easy access to:**

* Materials that will support cognitive science informed approaches such as SLOP resources, loads of practice, which aid transference of learning to from the working memory to the long term memory of your students
* Subject associations that have excellent methodologies for practicals that actually work
* Videos to use in class or signpost your trainees/pupils to for increased subject knowledge
* Free courses to aid personalised subject knowledge acquisition
* Resources for your trainees to use in class

**Subject Association**

Royal Society of Biology: <https://www.rsb.org.uk/>

Science and Plants for Schools (free memory sticks available with excellent resources): <https://www.saps.org.uk/>

National association of Biology Teachers: <https://nabt.org/>

Association of Science Education: <https://www.ase.org.uk/>

**Useful Resources**

**SLOP (shed loads of practice) resources:**

KS5

<https://biology-teacher.org/ks5-lesson-resources/>

KS4

<https://adam-robbins.com/2020/06/12/biology-slop-the-next-generation/>

KS3 <https://adam-robbins.com/2020/04/17/ks3-mastery-booklets/>

**Retrieval Practice Roulettes:**

KS4 <https://onedrive.live.com/view.aspx?resid=6F33B30129973E3F!666&ithint=file%2cxlsx&app=Excel&authkey=!AAt7gNOEhhynYIE>

KS5 <https://docs.google.com/spreadsheets/d/1HWFp1ik150fe4oWB3oHE07oC7b5NgC9fNSmIOSvdHYw/edit#gid=1226435745>

**Carousel learning online retrieval quizzes:**

<https://www.carousel-learning.com/>

**Teaching Resources/lesson ideas KS3/KS4:**

<https://thescienceteacher.co.uk/biology-teaching-resources/>

**Plant biology teaching resources:**

<https://www.saps.org.uk/secondary/teaching-resources>

**STEM resources:**

<https://www.stem.org.uk/science>

**Curated teaching resources by @drKellyR**

<https://drive.google.com/drive/folders/13H7B0oKtLB2Q5z78MtL6EL5oJvbTESgM?usp=sharing>

**Recommended Reading**

Science inside the black box:

<http://www.btsa.uk/library/files/Science-inside-the-black-box.pdf>

Powerful ideas of Science and how to teach them by Jasper Green

Learning to teach science in the secondary school by Rob Toplis

**Video**

Science videos by Primrose Kitten:

<https://www.youtube.com/channel/UCBgvmal8AR4QIK2e0EfJwaA>

**Cognito Science Biology playlist:**

<https://www.youtube.com/watch?v=aGDFNZApXXI&list=PLidqqIGKox7X5UFT-expKIuR-i-BN3Q1g>

**Fuse school Biology playlist:**

<https://www.youtube.com/playlist?list=PLW0gavSzhMlQYSpKryVcEr3ERup5SxHl0>

**Subject Reports**

<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)

**Free Courses**

Seneca learning biology (all keystages and all exam boards)

<https://app.senecalearning.com/dashboard/courses/add?Price=Free&text=biology>

Seneca learning cognitive science <https://app.senecalearning.com/dashboard/courses/add?Price=Free&text=cognitive+science>

Seneca learning metacognition:

<https://app.senecalearning.com/dashboard/courses/add?Price=Free&text=metacognition>

**Futurelearn courses:** <https://www.futurelearn.com/courses/teaching-practical-science-biology>

<https://www.futurelearn.com/courses/teaching-biology-inspiring-students-with-plants-in-science>

**Subject Knowledge – Chemistry**

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

**Subject Association**

* [Royal Society of Chemistry](https://www.rsc.org/teaching-and-learning/) – This part of the RSC’s website is solely dedicated to Teaching and Learning of Chemistry and includes information about their magazine (Education in Chemistry) as well as access to a plethora of resources on the subject (Teach Chemistry).
* [The Royal Society](https://royalsociety.org/topics-policy/projects/vision/) – This section of their website provides some research and findings on the teaching profession as well as an overarching vision for science education.
* [The Association for Science Education](https://www.ase.org.uk/ase-resource-hub) – A variety of resources and research on the three sciences and aimed at different stakeholders: trainee teachers, teacher trainers, teachers, technicians, parents, etc.

**Useful Resources**

* [CLEAPPS (membership required)](http://science.cleapss.org.uk/)
* [Theodore Gray’s Periodic Table of Elements](https://periodictable.com/)
* [Nobel Prize Education Network](https://www.nobelprize.org/education-network)
* The Chemistry Podcast
* The Royal Institution

Chemistry-related games:

* [Compounded](https://www.amazon.co.uk/Dice-Hate-Me-Games-Multicoloured/dp/B00GEZAHYO/ref%3Dsr_1_5?dchild=1&keywords=compounded+game&qid=1632932285&sr=8-5)
* [Ion](https://www.amazon.co.uk/Ion-A-Compound-Building-Game/dp/B0190T54W0/ref%3Dsr_1_15?dchild=1&keywords=chemistry+game&qid=1632932336&sr=8-15)
* [Periodic](https://www.amazon.co.uk/Periodic-Game-Elements-Board/dp/B07KBG6DVW/ref%3Dsr_1_5?dchild=1&keywords=chemistry+game&qid=1632932336&sr=8-5)
* [Covalence](https://www.amazon.co.uk/Genius-Games-GTGGOT1004-Covalence-Multicoloured/dp/B01K3D4HL6/ref%3Dsr_1_15?dchild=1&keywords=elements+card+game+chemistry&qid=1632932447&sr=8-15)
* [Chemistry Flux](https://www.amazon.co.uk/Looney-Labs-078LOO-Chemistry-Fluxx/dp/B01MUHIUIT/ref%3Dsr_1_8?dchild=1&keywords=elements+card+game+chemistry&qid=1632932447&sr=8-8)
* [Subatomic: an atom building game](https://www.amazon.co.uk/Genius-Games-Subatomic-Atom-Building/dp/B07YYX5CLV/ref%3Dsr_1_1?dchild=1&keywords=subatomic%3A+anatomy+building+game&qid=1632935719&sr=8-1)

**Recommended Reading**

* Allison, S. (2017) *Making every Science lesson count*. 1st edition. Crown House Publishing: London.
* Bates, G. (2021) *What should schools teach? Disciplines, subjects and the pursuit of truth.* 2nd edition. UCL Press: London.
* Boxer, A. *et al.* (2021) *Cracking key concepts in Secondary Science.*1st edition. SAGE Publications: London.
* Green, C. (2016) *How to teach Secondary Science*. 1st edition. Independent Thinking Press: Carmarthen.
* Green, J. (2020) *Powerful Ideas of Science and How to Teach them.* 1st edition. Routledge: London.
* Ross, K. *et al.* (2015) *Teaching Secondary Science*. 4th edition. Routledge: London.
* [Royal Society of Chemistry (2021) The future of practical science lessons.](https://www.rsc.org/globalassets/22-new-perspectives/talent/covid-and-teacher-training/rsc-report-on-the-effects-of-covid-on-chemistry-teacher-training.pdf)
* [Royal Society of Chemistry (2020) The elements of a successful chemistry curriculum.](https://www.rsc.org/globalassets/22-new-perspectives/talent/chemistry-curriculum-framework/chemistry-curriculum-brochure.pdf)
* Toplis, R. (2015) *Learning to Teach Science in the Secondary School*. 5th edition. Routledge: London.

**Video**

Veritasium

<https://www.youtube.com/c/veritasium>

The Periodic Table of Videos

[http://www.periodicvideos.com](http://www.periodicvideos.com/)

**Subject Reports**

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

**Courses**

* [Catalogue of courses from STEM Learning](https://www.stem.org.uk/)

[Teaching Practical Science: Chemistry](https://www.futurelearn.com/courses/teaching-practical-science-chemistry)

**Subject Knowledge – English**

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

**Subject Association**s

* [National Association for the Teaching of English (NATE)](https://www.nate.org.uk/)
* [National Association for Advisers in English (NAAE)](https://www.naae.org.uk/)
* [English and Media Centre (EMC)](https://www.englishandmedia.co.uk/)
* [National Literacy Trust](https://literacytrust.org.uk/)
* [The English Association](https://englishassociation.ac.uk/)

**Useful Resources**

* [Poetry By Heart](https://www.poetrybyheart.org.uk/) is a national competition in which young people in key stages 2, 3, 4, and 5 choose poems they love, learn them by heart and perform them in a school or college competition. The website also has a number of useful anthologies, a blog, a range of recorded performances to inspire your students and a selection of themed poetry showcases on popular poetry genres.
* [The British Library](https://www.bl.uk/learning/schools-and-teachers) - the education section of this huge site has a wealth of teaching resources and materials linked to exhibitions, CPD for teachers as well as details of events for teachers and workshops for students.
* [The English Speaking Union](https://www.esu.org/) organise a number of national competitions and events to develop young people’s speaking skills. You can also find resources on the website and details about the ESU Oracy Affiliate Programme.
* [The New Yorker Poetry Podcast](https://www.newyorker.com/podcast/poetry)  - in each episode a poet who has been published in the magazine chooses a poem by a different poet to read and discuss with the host before reading their own poem. A great introduction to talking about literature for sixth form students.
* [British National Corpus](https://www.english-corpora.org/bnc/)- an invaluable reference and research tool for A level English Language teachers and students.
* [The Royal Shakespeare Company](https://www.rsc.org.uk/shakespeare) - a host of resources linked to Shakespeare in production.
* [The Globe](https://www.shakespearesglobe.com/learn/) - educational resources linked to the Globe Theatre’s productions.
* [Englicious](http://englicious.org/)
* [National Association for the Teaching of English (NATE)](https://englishassociation.ac.uk/)
* [National Association for Advisers in English (NAAE)](https://www.naae.org.uk/)
* [English and Media Centre (EMC)](https://www.englishandmedia.co.uk/)
* [National Literacy Trust](https://literacytrust.org.uk/)
* [The English Association](https://englishassociation.ac.uk/)
* [Curriculum and Assessment in English 3 to 19: A Better Plan](https://ukla.org/ukla_resources/curriculum-and-assessment-in-english-3-to-19-a-better-plan/) - John Richmond

**Recommended Reading**

The most important reading that secondary English trainees can do is to read as much YA fiction as possible. They should talk to their school’s librarian about what is popular with the T students and read a range of different authors. This will equip them to talk knowledgably to young people about books and reading for pleasure – a key role of English teachers.

* Blake, J., The Full English. NATE 2008
* [Bleiman, B., What Matters in English Teaching. English and Media Centre (2020)](https://www.englishandmedia.co.uk/publications/what-matters-in-english-teaching-collected-blogs-and-other-writing-barbara)
* Eaglestone, R., Doing English: A Guide for Literature Students. Routledge (2017 – fourth edition)
* Gilbert, F., The Mindful English Teacher. FGI Publishing (2018)
* Lemov, D., Driggs, C., Woolway, E., Reading Reconsidered, Jossey-Bass (2016)
* McCallum, A., Creativity and Learning in Secondary English. David Fulton (2012)
* Tharby, A., Making Every English Lesson Count. Crown House (2017)
* [Thomas, P., A Manifesto for English](https://www.nate.org.uk/wp-content/uploads/2020/04/A-Manifesto-for-English-NATE.pdf)
* Wolf, M., Reader, Come Home, Harper Collins (2018)
* Aarts, B., Cushing, I., and Hudson, R., How to Teach Grammar (2019) Oxford ISBN 978-0-19-842151-1
* [Curriculum and Assessment in English 3 to 19: A Better Plan](https://ukla.org/ukla_resources/curriculum-and-assessment-in-english-3-to-19-a-better-plan/) - John Richmond

**Video**

Barbara Bleiman - The Harold Rosen Memorial Lecture, NATE Conference 2019

<https://youtu.be/J-2LN0IcTGU>

Michael Rosen and Simon Gibbons discuss the ways in which events in 1988 and the introduction of the national curriculum changed English teaching

<https://youtu.be/0xijPH-gWZ4>

Michael Rosen and Francis Gilbert discuss approaches to writing analysis and argument

<https://youtu.be/wYFB1pkNTTk>

**Subject Reports**

* [Moving English forward (March 2012)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/181204/110118.pdf)
* [The Reading framework (July 2021)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf)
* [English at the crossroads (June 2009)](https://dera.ioe.ac.uk/298/1/English%20at%20the%20crossroads.pdf)

**Subject Knowledge – History**

**Subject Association**

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

The HA is the subject association for history teachers and has a very lively membership. It publishes the journals ‘Primary History’ and ‘Teaching History’. Membership gives access to a huge range of material, from resources for beginning teachers and subject leaders, to podcasts from historians and resources for students.

HTEN

[Twitter](https://twitter.com/htenuk?lang=en)

[Facebook](https://www.facebook.com/HTENHistoryTeacherEducatorsNetwork)

This is an organisation specfically for people who lead and organise history ITE. They hold half day events once a term and work closely with the HA.

[EuroClio](https://www.euroclio.eu/)

The European network of history and citizenship educators. They frequently organise online and free events for history teachers across the world.

**Useful Websites**

* [History Educators International Research Network (HEIRNET)](https://heirnetonline.com/) It is what the name suggests. They hold online events and have an annual conference. They have an open access peer-reviewed publication called ‘History Education Research Journal’.
* [Thinkinghistory](http://www.thinkinghistory.co.uk/) An absolute goldmine for history and history teacher educators at any stage of their career. Ian Dawson (textbook author and former Director of SHP) has been running this website for years and the quality of the resources and thinking is second to none.
* [Schools History Project](http://www.schoolshistoryproject.co.uk/) The SHP began in the 1970s and continues to be a leader in high quality and innovative thinking in history teaching.
* [OneBigHistoryDepartment](https://onebighistorydepartment.com/) The blog of the HA’s Secondary Committee. Colleagues from across the country share ideas and resources.
* [Becoming a history teacher blog](https://uonhistoryteachertraining.school.blog/) Blog run by a history teacher educator colleague with a specific focus on building history mentor networks.
* [Lobworth history education blog](https://lobworth.com/category/history-education-blog/) The blog of an outstanding history teacher, history teacher educator and leading curriculum thinker who is also an associate editor of Teaching History.
* [Literacy in history blog](https://jcarrollhistory.com/) One of the leading voices making sense of how literacy really works in the history classroom. This blog is based on research into the topic over time.
* [Stamford History Education Group](https://sheg.stanford.edu/history-lessons) Resources from Professor Sam Wineburg at Stamford University, including materials for teaching digital citizenship and competence.
* [National Archives](https://www.nationalarchives.gov.uk/education/teachers/) A very useful site for teachers from the leading repository of historical sources in the country. Their education team is able to do sessions for teachers online and face-to-face.
* [UCL Centre for Holocaust Education](https://holocausteducation.org.uk/cpd/) The leading research centre in the UK and their education team will lead sessions for teachers online and face-to-face. The Holocaust is the only substantive content that is compulsory in the History KS3 NC (due to the Stockholm Declaration of 2000).

**Recommended Reading**

* ourdillon, H (ed) (1994) Teaching History Oxford: OUP.
* Chapman, A. (Ed.). (2021) Knowing History in Schools Powerful knowledge and the powers of knowledge.
* Counsell, C. (2011) Disciplinary knowledge for all, the secondary history curriculum and history teachers’ achievement. In *The Curriculum Journal*, 22, 2, June, pp. 201-225.
* Counsell, C. (2021). History. In Sehgal Cuthbert, A. & Standish, A. (Ed.), What Should Schools Teach? Disciplines, subjects and the pursuit of truth (pp. 154-173). London: UCL Press.
* Edited by Counsell, C., Burn, K. and Chapman, A. (ed) (2016) Masterclass in History Education London: Bloomsbury.
* Davies, I. (ed.) (2nd ed.) (2017) Debates in History Teaching London: Routledge .
* Harris, R., Burn, K., Woolley, M. (2014) The Guided Reader to Teaching and Learning History. London: Routledge.
* Haydn, T., Arthur, M., & Hunt, M. (2001) Learning to Teach History in the Secondary School*.* London: Routledge.
* Husbands, C. (1996) What is History Teaching Oxford: OUP.
* Husbands, C. Kitson, & A. Steward, S (2011) Teaching and Learning History: Understanding the Past 11-18. Open University Press.
* Jordanova, L. (2006) History in Practice*.*London: Hodder Arnold.

For a more comprehensive list of reading please visit the [Historical Association](https://www.history.org.uk/secondary/categories/380/info/3951/supporting-resources)and [The Guided Bibliography for History Education.](https://clioetcetera.files.wordpress.com/2016/12/guided-bibliography-history-education.pdf)

**Video**

<https://open.spotify.com/show/0FhXBfOMLWyQ4SnrmeVBk2>

<https://open.spotify.com/show/5XfsVEPYlfN5739u17HBVG>

<https://soundcloud.com/user-461660784>

<https://www.youtube.com/channel/UC7eWJuWGeZVfw1S62y9UqfQ/videos>

[ttps://pastfwd.weebly.com/](https://pastfwd.weebly.com/)

<https://www.youtube.com/channel/UCYFJlVFdSpd-N69KU02oo7g>

**Subject Reports**

[Research Review Series History - - Gov.uk](https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history)

Research Review Series - History - Pdf

**Additional Information**

**Big events coming up**

SHP are organising a New History Teachers’ Conference in January 2022 with a great line up of speakers and workshops. Click [here](http://www.schoolshistoryproject.co.uk/conferences/) for details

Save the date for the [Historical Association Conference in Bristol](https://www.history.org.uk/aboutus/news/3986/conference-2022-were-going-to-bristol) in May 2022 with an HTEN day conference in the same space the day before.  This conference has everything from leading historians’ research to lead teachers’ workshops, from primary through secondary to ITE strands

**Subject Knowledge – Languages**

First things first, be sure to sign up to Twitter and join the #mfltwitterati community where you will find support, resources, ideas, CPD and a wealth of knowledge.

**Subject Association**

* [The National Association of Language Learning](https://www.all-languages.org.uk/)
* [Secondary Specific Association](https://www.all-languages.org.uk/secondary/)
* [All Languages Regional Groups](https://www.all-languages.org.uk/about/community/local/)
* [All Languages Early career teacher specific](https://www.all-languages.org.uk/student/)
* [English as an additional language](https://naldic.org.uk/)
* [MFL and English as an additional language](https://school.all-in.org.uk/)
* [Cultural capital, MFL and EAL](https://www.britishcouncil.org/)

### **Useful Websites**

* [Association for Language Learning Events](https://www.all-languages.org.uk/events/all-events/)
* [Linguascope Training](https://www.linguascope.com/training/)
* [Language Nut](https://www.languagenut.com/en-gb/webinarmfl/)
* [Teach Meet Icons](https://www.teachmeeticons.com/mfl)
* [MFL London Twitter](https://twitter.com/mfllondon)
* [Government Course Directory](https://www.gov.uk/government/publications/subject-knowledge-enhancement-course-directory/subject-knowledge-enhancement-ske-course-directory#languages)

**Resources to support teaching and learning**

* [MFL Magic](https://www.mflmagic.com/)
* [Kate Languages](https://katelanguages.co.uk/)
* [We Teach Languages](https://weteachlang.com/)
* [We Teach MFL](https://www.weteachmfl.co.uk/teachingresources)
* [The Language Gym](https://www.language-gym.com/)
* [Morgan MFL Teaching Resources](http://www.morganmfl.com/resources.html)
* [Language Angels](https://www.languageangels.com/schools/)
* [Light Bulb Languages](https://www.lightbulblanguages.co.uk/)
* [All Languages - Secondary Resources](https://www.all-languages.org.uk/secondary-old/secondary-resources/)
* [Polly Glot Languages](https://pollyglotlanguages.wordpress.com/)

**Recommended Reading**

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

**Language pedagogy and resources**

* Independent thinking on MFL, Crista Hazell
* 100 ideas for secondary languages, Danielle Morgan
* The language teacher toolkit, Steve Smith & Gianfranco Conti
* Breaking the sound barrier, Steve Smith & Gianfranco Conti
* Getting the buggers into languages, Amanda Burton
* 100 ideas for teaching languages, Nia Griffin

**Video**

[Joe Dales YouTube channel](https://www.youtube.com/channel/UCfTxC4mrvmHeRUCtPhUtQdw)

Seneca 2020 virtual conference

[Teach Meet icons conference October 2020](https://www.bigmarker.com/teachmeeticons/TM-MFL-Icons-October-2021)

[Teach Meet icons conference March 2020](https://www.bigmarker.com/teachmeeticons/TM-MFL-Icons-March-2020)

**Subject Reports**

[Curriculum Research Review Series - Languages](https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages)

**Subject Knowledge – Physical Education**

**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.

### **Useful Websites**

[**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.

[**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.

**National Governing Bodies** of sport, also known as NGBs, govern
and administer a sport on a national basis. Aside from overseeing
rules, clubs, coaching and competitions, the NGB of each sport
decides how to spend income generated by membership fees, TV
rights, Lottery Grants, and investment from Government and the four
UK Sports Councils. Most NGBs offer CPD for coaches and teachers
and a range of resources for those involved in coaching and teaching.
Below is a list of selected NGBs:

* [Badminton England](http://www.badmintonengland.co.uk/)
* [Baseball Softball UK](http://www.baseballsoftballuk.com/)
* [Basketball England](https://www.basketballengland.co.uk/)
* [Boccia England](https://www.bocciaengland.org.uk/)
* [British Cycling](https://www.britishcycling.org.uk/)
* [British Gymnastics](https://www.british-gymnastics.org/)
* [British Orienteering Federation](https://www.britishorienteering.org.uk/)
* [England and Wales Cricket Board](https://www.ecb.co.uk/)
* [England Athletics](https://www.englandathletics.org/)
* [England Golf](https://www.englandgolf.org/)
* [England Handball Association](https://www.englandhandball.com/)
* [England Hockey](https://www.englandhockey.co.uk/)
* [England Korfball](https://www.englandkorfball.co.uk/)
* [England Lacrosse](https://www.englandlacrosse.co.uk/)
* [England Netball](https://www.englandnetball.co.uk/)
* [English Amateur Dancesport Association](https://www.eada.co.uk/)
* [Football Association (The)](https://www.thefa.com/)
* [Keep Fit Association](https://www.keepfit.org.uk/)
* [Lawn Tennis Association (LTA)](https://www.lta.org.uk/)
* [Parkour UK](https://www.parkour.uk/)
* [Rounders England](https://www.roundersengland.co.uk/)
* [Rugby Football League](https://www.rugby-league.com/)
* [Rugby Football Union](https://www.englandrugby.com/)
* [Swim England](https://www.swimming.org/swimengland)
* [Table Tennis England](https://www.tabletennisengland.co.uk/)
* [UK Athletics](https://www.uka.org.uk/)
* [UK Ultimate](https://www.ukultimate.com/)
* [Volleyball England](https://www.volleyballengland.org/)

**Examination Boards** provide CPD for teachers and access to resources. The most common ones for Physical Education are listed below:

* [AQA](https://www.aqa.org.uk/)
* [OCR](https://www.ocr.org.uk/)
* [Edexcel](https://www.qualifications.pearson.com/)
* [WJEC](https://www.wjec.co.uk/)

**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.

**Video**

Modelling and Feedback in Secondary Physical Education – NASBTT Video Resource Bank - <https://www.nasbtt.org.uk/nasbtt-video-resource-bank-information>.

**Subject Reports**

[Beyond 2012: outstanding physical education for all - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/beyond-2012-outstanding-physical-education-for-all)

**Additional Information**

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

* @afPE\_PE
* @PE4learning
* @PEgeeks
* @PEenthusiast
* @sharelearnteach
* @peclassroom
* @Planet\_PE
* @Sport\_England
* @WillSwaithes
* @YouthSportTrust

**Subject Knowledge – Physics**

**Subject Association**

Association of Science Education: <https://www.ase.org.uk/>

Institute of Physics <https://www.iop.org/>

Physics Partners <https://physicspartners.com/>

Stem Learning <https://www.stem.org.uk/>

### **Useful Websites**

Association of Science Education: <https://www.ase.org.uk/>

Institute of Physics <https://www.iop.org/>

Physics Partners <https://physicspartners.com/>

Stem Learning <https://www.stem.org.uk/>

CLEAPSS (password required for some areas, schools subscribing to CLEAPSS have this – see your senior lab technician for details)   <https://www.cleapss.org.uk/>

Teaching Advanced Physics (A level resources) <https://spark.iop.org/teaching-advanced-physics>

IOP Spark (Many resources for Physics teachers) <https://spark.iop.org/>

Cyberphysics [https://cyberphysics.co.uk](https://cyberphysics.co.uk/)

The Science capital teaching approach [https://www.ucl.ac.uk/ioe-sciencecapital](https://www.ucl.ac.uk/ioe/departments-and-centres/departments/education-practice-and-society/stem-participation-social-justice-research/science-capital-teaching-approach)

**Recommended Reading**

Physics for You, Keith Johnson (ISBN-10: 0198375719)

Knowledge quiz: Physics, Ruth Adhbee (ISBN-10: 1912906120)

Teaching Secondary Science, [Keith Ross](https://www.amazon.co.uk/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Keith+Ross&text=Keith+Ross&sort=relevancerank&search-alias=books-uk), [Liz Lakin](https://www.amazon.co.uk/s/ref%3Ddp_byline_sr_book_2?ie=UTF8&field-author=Liz+Lakin&text=Liz+Lakin&sort=relevancerank&search-alias=books-uk), [Janet Mckechnie](https://www.amazon.co.uk/s/ref%3Ddp_byline_sr_book_3?ie=UTF8&field-author=Janet+Mckechnie&text=Janet+Mckechnie&sort=relevancerank&search-alias=books-uk), [Jim Baker](https://www.amazon.co.uk/s/ref%3Ddp_byline_sr_book_4?ie=UTF8&field-author=Jim+Baker&text=Jim+Baker&sort=relevancerank&search-alias=books-uk) (ISBN-10: 1138833428)

Teaching Secondary Biology, ed. Michael Reiss (ISBN-10: 1444124315 )

Teaching Secondary Chemistry, Ed. Keith Taber (ISBN-10: 1444124323)

Teaching Secondary Physics, Ed. David Sang (ISBN-10: 1444124307)

Five Easy Lessons, Randall D Knight (ISBN-10: 0805387021)

The Big Ideas in Physics and How to Teach Them, Ben Rogers (SBN-10: 1138235067)

The Science Capital Teaching Approach <https://discovery.ucl.ac.uk/id/eprint/10080166/1/the-science-capital-teaching-approach-pack-for-teachers.pdf>

**Video**

**Science videos by Primrose Kitten**

<https://www.youtube.com/c/PrimroseKittenScience/featured>

**FuseSchool Physics**

**Subject Reports**

<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)

**Additional Information**

Education using powerpoint have a full set of powerpoints for KS3 and GCSE sciences and A level physics.

There is a subscription fee (£50) to download these, but it is for a school license.

<https://www.educationusingpowerpoint.co.uk/>

Examination details for GCSE subjects 2021

|  |  |  |  |
| --- | --- | --- | --- |
| SUBJECT | BOARD | EXAM CODE | QAN Code |
| Art & Design | Edexcel | 1AD0 | 601/8069/9 |
| Business  | AQA | 8132 | 603/0304/9 |
| Catering (& Hospitality) Level1/2 award | WJEC | 5569QA paper | 601/7703/2 |
| Food & Nutrition | Eduqas/WJEC | C560P1 | 601/8093/6 |
| Child Development Level 1/2 Certificate | Cambridge | J818 | 601/7537/0 |
| Drama | Eduqas/WJEC | C690QS | 601/8420/6 |
| English Language  | AQA | 8700 | 601/4292/3 |
| English Literature  | AQA | 8702 | 601/4447/6 |
| Step up English silver | AQA | 5970 | 60159789 |
| French | AQA | 8658 | 601/8157/6 |
| Geography | AQA | 8035 | 601/8410/3 |
| German | AQA | 8668 | 601/8159/X |
| D & T  | AQA | 8552 | 603/0984/2 |
| History | Edexcel | 1HI0/FM \* | 601/8092/4 |
| Mathematics  | Edexcel | 1MA1F/H | 601/4700/3 |
| Entry Level Maths | Edexcel | NMA0 | 60313304 |
| Music | Edexcel | 1MU0 | 60182040 |
| Physical education | OCR | J587 | 601/8442/5 |
| Sports Studies certificate level 2 | Cambridge | J813 | 600/5123/1 |
| Sports studies Level 1 | Cambridge | J803 | 6005122X |
| Religious Studies A | AQA | 8062 | 601/8400/0 |
| Science Trilogy,Sets3,4,5,6 | AQA | 8464 | 601/8758/X |
| Science Biology sets 1, 2 | AQA | 8461 | 601/8752/9 |
| Science Chemistry Sets 1,2 | AQA | 8462 | 601/8757/8 |
| Science Physics Sets 1,2 | AQA | 8463 | 601/8751/7 |
| Spanish GCSE | AQA | 8698 | 601/8160/6 |
| Textiles | Edexcel | 1TE0 | 601/8069/9 |
| Computer Science  | OCR | J276 | 6018355X |
| BTEC Performing Arts | Edexcel | YPT82 | 60304066 |
| BTEC Art & Design(fashion & clothing) | Edexcel | BPU84 | 600/4781/1 |
| BTEC Enterprise | Edexcel | BHGY3 | 60319161 |
| BTEC Digital Information Technology | Edexcel | BVJT8 | 60327406 |
|  |  |  |  |

**Languages:**

GCSE = AQA all languages

A level = AQA French and Spanish, Edexcel German

CPD: <https://www.aqa.org.uk/professional-development/course-details?meta_E=MFLGOE1>

Seneca: <https://app.senecalearning.com/courses/add?Price=Free&Age+Group=Teacher+CPD&Age+Group=GCSE&Subject=French>

**History:**

GCSE History - EDEXCEL

Alevel Histroy - OCR

best CPD for ITT History - <https://www.history.org.uk/secondary/categories/380/module/8767/beginning-teachers-professional-learning>

CPD: <https://qualifications.pearson.com/en/subjects/history/live-events.html>

Seneca: <https://app.senecalearning.com/courses/add?Price=Free&Age+Group=Teacher+CPD&Age+Group=GCSE&Subject=History>

**Science**

GCSE is AQA

A-Level Bio and Phys are Edexel

A-Level Chem is OCR

CPD: <https://www.aqa.org.uk/professional-development/search?f.Subjects%7CD=Science>

Seneca – Biology: <https://app.senecalearning.com/courses/add?Price=Free&Age+Group=Teacher+CPD&Age+Group=GCSE&Subject=Biology>

**English Language and Literature**

GCSE – AQA

1. **GCSE Language and Literature: AQA**

<https://www.aqa.org.uk/professional-development/search?f.Subjects%7CD=English+Literature&f.Subjects%7CD=English+Language&f.Levels%7CG=GCSE>

1. **A-Level English Literature AQA Specification B**

Seneca: <https://app.senecalearning.com/courses/add?Price=Free&Age+Group=Teacher+CPD&Age+Group=GCSE&Subject=English+Language&Subject=English+Literature&Subject=English+Literature+-+Quotations>

CPD: <https://www.aqa.org.uk/professional-development/search?f.Subjects%7CD=English+Language&f.Subjects%7CD=English+Literature>

**General teacher CPD – Seneca – all FREE**

<https://app.senecalearning.com/courses/add?Price=Free&Age+Group=Teacher+CPD>

**Interview with Head of Department**

These interviews are to be completed by the trainee to understand lead and second school placements approach to teaching the subject.

|  |  |
| --- | --- |
| **Questions to ask Head of Department** |  |
| **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 pupils 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 pupils 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 pupils 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 is your subject taught in year 5 and 6? How does the KS2 curriculum prepare pupils for Year 7 and the KS3 National Curriculum? (is there a clear progression?)How does the KS3 curriculum prepare pupils for the KS4 curriculum (is there clear progression?) |  |