**Primary Early Years 3-7 Curriculum Map (History and Understanding the World: Past and Present)**

***Post Graduate Programme***

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| **University Curriculum** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1**  **Understanding the World: Past and Present** | Know how to recognise the key historical concepts of a sense of personal history and time/chronology when observing teaching.  To use subject and curriculum knowledge of early historical concepts, knowledge and skills to effectively plan, teach and assess a progressive curriculum that fosters creativity, historical enquiry, child development and cultural capital and includes both adult led learning and quality continuous provision.  When teaching, know how to model and scaffold learning by checking prior knowledge, using questioning and adapting to all learners needs including widening vocabulary and developing skills.  To develop knowledge and understanding of summative assessment relating to the ELG for ‘UtW: Past & Present and identify how teachers support their judgements. | 1.1, 1.2, 1.6  2.2  3.3, 3.4, 3.7  4.2, 4.6  5.2, 5.7  6.1  8.7 | 1c, 1d  2d, 2e  3a, 3g  4j, 4o  5c, 5i  6a  7b  8c | OFSTED, 2021. Research review series: History.  DFE., 2021. *Development Matters*    DFE., 2021 *Early Years Foundation Stage Statutory Framework*    EARLY EDUCATION., 2021. *Birth to Five Matters*  CLARKE, D., 2020. *Developing chronological understanding and language in the EYFS*. Primary History’, Issue 86, October, PP14 to 17  DFE. EYFS: Understanding the world from personal experiences. <https://www.youtube.com/watch?v=WPpYr-wHjxQ&t=2s>  The revised EYFS framework.  Exploring past and present  [PH87\_The\_revised\_EYFS\_Framework\_HelenCrawford.pdf (collaborativelearning.org)](http://www.collaborativelearning.org/PH87_The_revised_EYFS_Framework_HelenCrawford.pdf) | In-session retrieval activities/questioning  In-session peer discussions and focused tasks  Self-assessment against key knowledge  Quiz to check subject knowledge |
| **Session 2**  **NC: History 1** | To define and explore what History is using research and the curriculum to debate its distinctive nature, purpose, and connection to wider themes.  To further develop subject knowledge in History by identifying substantive knowledge and disciplinary knowledge in the National Curriculum.  To develop subject and curriculum knowledge for the key strands of historical knowledge and skills from the EYFS to KS2  To understand that children will have different levels of knowledge and understanding around historical concepts and so learning needs to be carefully planned to build upon this to support them in developing understanding of wider historical events.  That History consists of key principles including knowledge, skills, concepts, attitudes and values and that the three-lens approach to teaching History can help them to understand the relationship between subject identity, subject pedagogy and teaching strategies.  That an enquiry-based approach is promoted as an effective way of teaching history and is advocated by many authors and commentators. That children need to develop the historical understanding and skills to be able to engage effectively in enquiry-based learning.  That historical sources can be seen as primary sources and secondary sources and that there are great benefits for children in handling artefacts and engaging in a multi-sensory way with primary sources.  Understand that historical interpretation is determined by age, gender, social and cultural influences, economic considerations and location and be aware of their own views and misconceptions. | 1.2, 1.6  2.2, 2.5, 2.6  3.3, 3.4, 3.5, 3.6, 3.7  4.2, 4.3, 4.6  5.2, 5.3  6.1 | 1c  2d, 2d, 2e, 2g, 2h  3a, 3b, 3c, 3d, 3f, 3g, 3h, 3j, 3n, 3t  4c, 4e  5c, 5i, 5j  6a, 6d, 6e  7b 7r  8d | DfE (2019) ITE Core Content Framework  OFSTED, 2021. Research review series: History.  Cooper, H 2005, Exploring Time and Place Through Play: Foundation Stage - Key Stage 1, David Fulton Publishers, London. Chapter 2: Why time? Why place? Why play?  Hoodless, P 2008, Teaching History in Primary Schools, SAGE Publications, London. Chapter 1: Why teach history in primary schools? | In-session retrieval activities/questioning  In-session peer discussions and focused tasks  Self-assessment against key knowledge |
| **Session 3**  **NC: History 2** | To identify effective practice in history lessons using research and examining practice.  To understand that a range of creative teaching methods including role play will support children in developing an understanding of what life was like in different historical periods.  To identify and unpick the learning from a range of creative activities that can be adapted for learning across a range of history topics.  Understand that young children need the clear context of an event or a historical figure to develop an understanding of historical concepts that they can then generalise from and transfer to other contexts.  Understand that young children need to draw comparisons between life in the past and their own experiences in order to identify and understand similarities and differences.  Develop knowledge and understanding of progression in knowledge and skills and sequencing learning in history by examining and creating high quality long-term, medium term and short-term planning.  To explore inclusive and adaptive teaching strategies in History to support a wide range of leaners including SEND.  To explore how formative and summative assessment is utilised effectively in lesson sequences in history and make connections to progression in knowledge and skills.  Understand that History can be used to explore concepts of equality, diversity and social justice and this should be considered when selecting historical figures and events to study. | 1.2, 1.6  2.2, 2.5, 2.6  3.3, 3.4, 3.5, 3.6, 3.7  4.2, 4.3, 4.6  5.2, 5.3  6.1 | 1c  2d, 2d, 2e, 2g, 2h  3a, 3b, 3c, 3d, 3f, 3g, 3h, 3j, 3n, 3t  4c, 4e  5b, 5c, 5i, 5j  6a, 6d, 6e  7b 7r  8d | DfE (2019) ITE Core Content Framework  OFSTED, 2021. Research review series: History.  Turner-Bisset, R 2005, Creative Teaching: History in the Primary Classroom: History in the Primary Classroom, Taylor & Francis Group, London. Chapter 8: Drama and role play.  Cooper, H (ed.) 2016, Teaching History Creatively, Taylor & Francis Group, London. Case study pages 30-38. | In-session retrieval activities/questioning  In-session peer discussions and focused tasks  Planning skills will be assessed via a directed task: small group planning activity and feed-back from tutor. |
| **Session 4**  **NC: History 3** | Understand progression across the EYFS and the National Curriculum.  Understand progression from Key Stage 1 into Key stage 2 and content and pedagogical approaches in Key Stage 2.  To further explore key pedagogical and inclusive and adaptive approaches that support the development of core historical concepts, knowledge and skills.  To develop knowledge around high quality resources to support learning in this area including Historical Association planning tools, resources to support role play and drama and access to artifacts.  To explore museum visits and history learning outside the classroom. museum visits.  To explore cross curricular links and elements of curriculum design to include subject specific History teaching.  To continue to develop as a reflective practitioner supported by experienced colleagues, research and maintaining continuing professional development from high quality sources such as the Historical Association.  The role of the History coordinator. | 1.2  2.2, 2.6, 2.7, 2.8,  3.1, 3.3, 3.4, 3.6, 3.7,  4.2, 4.3, 4.6,  5.2, 5.3, 5.7  6.1,  8.2, 8.7 | 1a,  2a, 2d, 2e,  2a, 3b, 3c, 3d, 3e, 3f, 3h, 3j, 3n,  4c, 4f, 4o  5b,5c, 5f, 5j,5o  6a, 6d, 6f, 6g,  8c, 8d, | DfE (2019) ITE Core Content Framework  OFSTED, 2021. Research review series: History.  Students to select and reflect upon articles from HISTORICAL ASSOCIATION.  <https://www.history.org.uk/site/search>  BOYDELL, S., 2021. EYFS schemes of work  Russel, C. Essential Primary History. Chapter 8: Theory into practice.  Turner-Bissett, R, Creative Teaching History: Chapter 6: The historical environment- maps, sites, visits and museums. | In-session retrieval activities/questioning  In-session peer discussions and focused tasks  Self-assessment against key knowledge |

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| **School Based Curriculum – Introductory Phase** | | | | |
| **Observing**:  Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning:**  Observe how expert colleagues break tasks down into constituent components, in this subject, for at least one lesson.  **Teaching:**  Rehearse and refine particular approaches in this subject for a group/whole class. Deliver group/whole class teaching.  **Assessment:**  Check prior knowledge and understanding during lessons.  **Subject Knowledge:**  Discuss and analyse subject specific components with expert colleagues. | | | | |
| **Subject Specific Components/s**  **(know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Know how to recognise the key historical concepts of a sense of personal history and time/chronology when observing teaching.  Be able to plan high-quality provision (adult-led or an area of continuous provision) to support the development of early historical knowledge and skills to build a sense of personal history and time/chronology.  When teaching, know how to model and scaffold learning by checking prior knowledge, using questioning and adapting to all learners needs including widening vocabulary and developing skills. | 1.2  2.2  3.3, 3.4, 3.7  4.6, 4.7  5.2, 5.7  6.1  7.5  8.4 | 1d  2d, 2e, 2g, 2h  3a, 3d, 3f, 3g  4f  5b, 5c, 5i  6e  7o | CLARKE, D., 2020. *Developing chronological understanding and language in the EYFS*. Primary History’, Issue 86, October, PP14 to 17  DFE. EYFS: Understanding the world from personal experiences. <https://www.youtube.com/watch?v=WPpYr-wHjxQ&t=2s> | Informal daily discussion and reflection with mentor and/or class teacher  Weekly Development Summary meetings for progress– subject specific feedback  Lesson observation - subject specific feedback.  Reflections in blue book  Progress report |

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| **School Based Curriculum – Developmental Phase** | | | | |
| **Observing:** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning:** Observe how expert colleagues break tasks down into constituent components over a sequence of lessons. Plan, as appropriate, for a sequence of lessons in all core and selected foundation subjects.  Plan, as appropriate, one lesson / group activity in all remaining subjects.  **Teaching:** Rehearse and refine particular approaches in all core and selected foundation subjects.  **Assessment:** Draw conclusions about what pupils have learnt by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues  **Subject Knowledge:** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Know and understand how key historical concepts are developed in sequences of lessons supported by speaking with the subject lead, observing teaching or deconstructing planning.  Know and understand how to plan a history lesson or sequence of lessons which develop key historical concepts knowledge, skills and subject-specific vocabulary.  Be able to teach and assess effective, clearly sequenced history lesson/s that includes checking prior learning, opportunities for retrieval, addressing misconceptions, effective questioning and adaptations to meet the needs of the learners. | 1.2  2.2, 2.7  3.1, 3.3, 3.4, 3.6, 3.7  4.2, 4.6, 4.7  5.2, 5.3, 5.7  6.1, 6.3  7.5  8.2 | 1a  2d, 2e, 2g, 2h  3a, 3c, 3d, 3f, 3g, 3h, 3j, 3m, 3n  4a, 4c, 4f, 4j, 4o  5b, 5c, 5e, 5f, 5h, 5i  6a, 6d, 6e  7r  8c, 8d | OFSTED, 2021. Research review series: History.  Cooper, H 2017, History 5-11: A Guide for Teachers, Taylor & Francis Group, Milton.  Cooper, H (ed.) 2016, Teaching History Creatively, Taylor & Francis Group, London.  Hoodless, P 2008, Teaching History in Primary Schools, SAGE Publications, London.  Turner-Bisset, R 2005, Creative Teaching: History in the Primary Classroom: History in the Primary Classroom, Taylor & Francis Group, London  Russell, C 2016, Essential Primary History. McGraw Hill Education.  Cooper, H 2005, Exploring Time and Place Through Play: Foundation Stage - Key Stage 1, David Fulton Publishers, London | Informal daily discussion and reflection with mentor/class teacher  Weekly Development Summary meetings for progress– subject specific feedback  Lesson observation - subject specific feedback.  Reflections in blue book  Progress report. |

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| **School Based Curriculum – Consolidation Phase** | | | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning :** Plan a sequence of lessons in all core and foundation subjects.  **Teaching :** Rehearse and refine particular approaches in all core and selected foundation subjects.  **Assessment :** Discuss with expert colleagues summative assessment, reporting and how data is used.  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Know and be able to critically evaluate how key historical concepts, knowledge and skills progress across the EYFS to the National Curriculum by exploring the progression in a school curriculum.  By using strong subject and curriculum knowledge, a creative approach and children’s interests, be able to plan, develop and enhance high-quality provision and an enabling environment that supports the development of early historical concepts, knowledge and skills.  When teaching core aspects of early historical concepts, knowledge and skills such as adult-led learning, continuous provision and using story as a stimulus, be able to use key pedagogical strategies that will facilitate children’s progress (drawing on children’s prior learning, recall and retrieval, widening vocabulary, addressing misconceptions, sequencing learning, modelling and integrating formative assessment methods). | 1.2, 1.6  2.2  3.4, 3.7  4.6, 4.7  5.2, 5.7  6.1, 6.7  7.5  8.7 | 1d  2d, 2e, 2g, 2h  3a, 3c, 3d, 3f, 3g  4f  5b, 5c, 5i  6e  7o | Developing chronological understanding and language in the EYFS.  <https://www.history.org.uk/publications/resource/9957/developing-chronological-understanding-and-language>  EYFS schemes of work. <https://www.history.org.uk/primary/resource/9197/eyfs-scheme-of-work>  The revised EYFS framework. Exploring past and present.  <http://www.collaborativelearning.org/PH87_The_revised_EYFS_Framework_HelenCrawford.pdf> | Informal daily discussion and reflection with mentor/class teacher  Reflections in blue book  Weekly Development Summary meetings for progress– subject specific feedback  Lesson observation - subject specific feedback related to designing, making and evaluating  Utilising knowledge, skills and understanding for professional reflective viva in university  Weekly Development Summary – subject specific feedback  Lesson observation - subject specific feedback  Reflections in blue book  Progress report  Professional Reflective Viva |