**Primary Curriculum Map – Learning Outside the Classroom Strand 2024/25**

***Year 1 Undergraduate School Based***

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| **University Curriculum – Year 1** | | | | | |
| **Session Sequence**  **Include details of creative** | **Session Content**  **Subject Specific Components** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Seminar 1** | To know that Learning outside the Classroom (LOtC) is the use of different places and settings to support children’s learning and that Learning in the Natural Environment (LINE) is any environment where human and non-human life lives.  To understand the values and benefits the LOtC and LINE promote for children and young people’s learning.  To be able to identify and participate in a range of nature pedagogies used in outdoor learning. | 1.1, 1.2, 1.3, 1.6, 1.7  2.1, 2.2., 2.3, 2.4, 2.5, 2.6 | 1b, 1c, 1h,  2f, 2g,  3i, 3j | Chawla L 2020 Chawla, L. (2020). Childhood nature connection and constructive hope: A review of research on connecting with nature and coping with environmental loss. *People and Nature*, *2*, 619-642. http//doi.org/10.1002/pan3.10128.​  DFES 2005 Learning Outside the Classroom Manifesto accessed at <https://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf>  Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20. Available at: Rosenshine\_PrinciplesOfInstruction.pdf | Trainee reflection and analysis/  evaluation.    Personal tutoring processes  (weekly development summaries).    Within taught university sessions through activities and interactions.  e.g. peer teaching, presentations, debates, and feedback. |
| **Seminar 2** | To know that LINE supports children’s connection to nature, wellbeing, and behaviour regulation​.  ​To understand that frameworks that can be used to develop children’s connection to nature and wellbeing​.  ​To be able to contribute to the design of experiences that connect children to nature and support risky play​. | 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 4.5, 4.6,  5.1, 5.2, 5.3, 5.5, 7.3, 7.4 | 4a, 4b, 4c | Chawla L 2015 *Benefits of Nature Contact* Journal of Planning Literature 30:4 accessed at [https://journals.sagepub.com/doi/full/10.1177/0885412215595441 on October 2022](https://journals.sagepub.com/doi/full/10.1177/0885412215595441%20on%20October%202022)​  DoE 2022 Strategy for Sustainability and Climate Change accessed at <https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems> |
| **Seminar 3** | To know how to plan an effective LOtC activity which enables children to connect to nature and supports authentic learning in context.  To understand that LOtC activities can both support a child’s academic progress and their mental well-being.  To be able to complete a benefit, risk assessment which supports their planned LOtC activity.  To be able to critically analyse how their planned activity had an impact on learning, and to identify the opportunities and challenges for integrating outdoor learning into the curriculum across both core and foundation subjects. | 4.1, 4.2, 4.3, 4.4, 4.9, 4.10, 5.7, 5.8, 5.9, 6.5, 6.6, | 5c, 5o  6e, 6j, 6p  7a, 7b, 7j | King’s College London (2011) *Understanding the diverse benefits of learning in natural environments.* Available online at: <http://www.lotc.org.uk/wp-content/uploads/2011/09/KCL-LINE-benefits-final-version.pdf> |

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| **School Based Curriculum – Year 1** | | | | |
| **Observing:**  Observe pupils how pupils engage and respond to LOtC activities, and how expert colleagues tailor their teaching to meet the needs of all pupils.  Observe how expert practitioners use motivation and build self-esteem of all learners.  **Planning:**  Plan a lesson or a LOtC activity in selected core and foundation subjects and identify the impact it has on children’s learning.  **Teaching:**  Begin to appreciate LOtC best practice principles, to deliver high-quality LOtC teaching to all pupils.  **Assessment:**  Use peer and self-assessment to aid and support independent learning.  **Subject Knowledge:**  Discuss and analyse with expert practitioners how to implement and review flexible groupings and use groupings to support learning and promote inclusion. | | | | |
| **Subject Specific Components/s**  **(Use language “to know”, “to understand”, “to be able to”)** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| **Introductory Professional Practice**  To identify the extent to which school incorporates LOtC into their pedagogy and whether they have a LOtC policy.  To observe how pupils respond to LOtC activities and how teachers adapt their practice.  To understand and begin to plan adaptive teaching strategies to meet the needs of pupils when engaging in LOtC activities.  To liaise with expert colleagues to address the needs of pupils when teaching LOtC activities.  To understand the importance of assessment when planning for LOtC activities. | 1.1, 1.2, 1.3, 1.6, 1.7  2.1, 2.2., 2.3, 2.4, 2.5, 2.6  3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.9, 4.10,  5.1, 5.2, 5.3, 5.5, 5.7, 5.8, 5.9,  6.5, 6.6,  7.3, 7.4 | 1b, 1c, 1h,  2f, 2g,  3i, 3j  4a, 4b, 4c  5c, 5o  6e, 6j, 6p  7a, 7b, 7j | Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. American Educator, 12–20. Available at: Rosenshine\_PrinciplesOfInstruction.pdf  Chawla L 2015 *Benefits of Nature Contact* Journal of Planning Literature 30:4 accessed at [https://journals.sagepub.com/doi/full/10.1177/0885412215595441 on October 2022](https://journals.sagepub.com/doi/full/10.1177/0885412215595441%20on%20October%202022)​ | WDS on Introductory Professional Practice.  Mentor / LOtC expert colleague  conversations.  Observation of pupils engaging in LOtC activities.  Observation of expert colleagues teaching LOtC activities  Observation feedback from Mentor / Link Tutor. |

***Year 2 Undergraduate Full Time***

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| **University Curriculum – Year 2** | | | | | |
| **Overview of Content** | | | | | |
| **Session Sequence** | **Session Content**  **Subject Specific Components/s** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Seminar 1** |  |  |  |  |  |
| **Seminar 2** |  |  |  |
| **Seminar 3** |  |  |  |
| **Seminar 4** |  |  |  |

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| **School Based Curriculum – Year 2** | | | | |
| **Observing:** Observe how expert colleagues use distributed and spaced learning in at least 4 lessons throughout school.  Observe how expert practitioners use motivation and build self-esteem of all learners.  **Planning:** Plan for opportunities to increase cultural capital.  Plan for the effective use of additional adults  Discuss with expert practitioners how they embed adaptive approaches into planning.  With the support of expert practitioners, capture and incorporate the voice of the child for example through a one-page profile.  **Teaching:** Rehearse and refine chunking, scaffolding, and fading in lesson planning over a sequence of lessons. Plan, teach and evaluate a series of lessons incorporating adaptive approaches to enable all children to access a rich curriculum.  **Assessment:** Use peer and self-assessment to aid and support independent learning.  **Subject Knowledge:**  Discuss and analyse with expert practitioners how to implement and review flexible groupings and use groupings to support learning and promote inclusion. | | | | |
| **Subject Specific Components/s**  **(Use language “to know”, “to understand”, “to be able to”)** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
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***Year 3 Undergraduate Full Time***

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| **University Curriculum – Year 3** | | | | | |
| **Overview of Content** | | | | | |
| **Session Sequence** | **Session Content**  **Subject Specific Components/s** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Seminar 1** |  |  |  |  |  |
| **Seminar 2** |  |  |  |
| **Seminar 3** |  |  |  |

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| **School Based Curriculum – Year 3** | | | | |
| **Observing:** Observe how expert colleagues identify and implement reasonable adjustments for children with identified Special Educational Needs  **Planning:**  Work closely with other teachers, SENco and members of the staff team to implement reasonable adjustments within and beyond the classroom.  Plan for children who may need adaptations beyond the classroom to support their social inclusion.  **Teaching:**  Observe and implement reasonable adjustments for children with identified special Educational Needs and Disability  **Assessment:** Discuss with expert colleagues’ summative assessment, reporting and how data is used.  **Subject Knowledge:**  Acknowledge and identify when their own social, emotional and mental health needs to be supported.  Identify and access sources of support for their own wellbeing where appropriate. | | | | |
| **Subject Specific Components/s**  **(Use language “to know”, “to understand”, “to be able to”)** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
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