

FOUNDATION SUBJECTS

A summary of the essential curriculum knowledge and skills trainees have learnt from the university-taught PGCE curriculum for the **foundation subjects** in preparation for their school experience placement. School experience placements provide opportunities for trainees to work alongside expert mentors to **implement in practice** their curriculum knowledge, develop skills, discuss, analyse and evaluate what works and why, adapt and improve their teaching.



Key questions to consider when designing a lesson / sequences of lessons in foundation subjects:

- what subject knowledge do pupils need to know? what skills do pupils need to develop?
 - what is the learning objective? what success criteria will lead to achieving the learning objective?
 - what subject specific vocabulary do pupils need to learn and use?
- what are your key questions?
 - how will pupils apply their learning to other national curriculum subjects?
 - how will pupils present their learning outcomes / work?
 - what are you planning to assess in terms of subject knowledge and skills and how will you assess this?

Pupil outcomes:

- pupils can present their outcomes in a variety of ways e.g. written, oral, video, podcast, pictures, through drama, mixed media, diagrams, charts and graphs... etc.
- there should be high expectations for pupils e.g. the standard of written work in the foundation subjects should be the same as their standard of writing in English
- content should be aligned to, and assessed against, the school curriculum or National Curriculum for each subject and include elements of essential knowledge and skills.

GEOGRAPHY

Essential knowledge includes:

- the four strands of geographical knowledge *locational knowledge; place knowledge; environmental, physical and human geography; geographical skills and fieldwork evidence*

Teaching the four strands includes:

- learning geography concepts and identifying misconceptions
- learning names of places eg including the principal cities of the United Kingdom and major world oceans
- understanding and using scale to construct their own plans
- geographical skills such as using maps, atlases, globes and digital mapping, locational and directional language, aerial photographs, devising maps, and fieldwork
- use of globes, atlases and maps
- fieldwork in KS1 and KS2.

HISTORY

Essential knowledge includes:

- developing an awareness of the past using words and phrases relating to the passing of time
- a chronologically secure knowledge and understanding of British, local and world history
- identification of similarities and differences between ways of life in different periods
- ability to ask and answer questions, choosing sources to show that they know and understand key features of events
- devise historically valid questions about change, cause, similarity and difference, and significance
- understand and interrogate some of the ways in which we find out about the past and identify different ways in which it is represented e.g. through a variety of sources.

MUSIC

Essential knowledge includes:

- learning and applying the seven inter-related dimensions of music:
 - a) *pitch*
 - b) *duration*
 - c) *dynamics*
 - d) *tempo*
 - e) *timbre*
 - f) *texture*
 - g) *structure*

The structure of a music lesson includes:

- elements of vocal work/singing, listening, responding to and appraising recorded music, composition, evaluation

Musical activities should:

- involve children in the three interlinked skills of performance, composition and appraisal.

LANGUAGES

Essential knowledge includes:

- practical communication skills in a foreign language through joining in and responding and asking and answering questions
- familiar vocabulary, phrases and basic language structures
- accurate pronunciation and intonation
- read and show understanding of words, phrases and simple writing
- write phrases from memory (such as descriptions of people, places, things) and actions

Teaching includes:

- a balance of spoken and written language

Understanding different language systems:

- can help children better understand English grammatical concepts and rules

Learning about languages, cultures and traditions from other countries:

- encourages a broader world view.

PHYSICAL EDUCATION

In KS1, essential knowledge includes:

- the development of fundamental movement skills individually and with others
- engaging in competitive and co-operative physical activities

In KS2, essential knowledge includes:

- the application of a broader range of skills
- linking skills to make sequences.

Pupils should:

- collaborate and compete with each other
- learn how to evaluate their own success and how to improve

Specific behaviour management techniques and organisation:

- should be applied to PE lessons

Key points for planning a PE lesson are:

- a clear lesson structure (warm up, main activity, cool down)
- establishing what equipment is needed and knowing where it will be placed for safe, effective transitions
- Use the STEP model for differentiation.

RELIGIOUS EDUCATION

Essential knowledge includes:

- learning religions and world views in local, national and global contexts to discover, explore and consider questions about meaning and purpose in life, beliefs about God

RE lessons should be designed to:

- enable pupils to develop their ideas, values and identities
- develop in pupils an aptitude for dialogue to participate positively in our society with its diverse religions and world views
- develop skills to understand, interpret and evaluate texts, artefacts, sources of wisdom and authority
- enable pupils to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Non-statutory frameworks:

- are used to teach the RE curriculum;

To teach RE collaboratively:

- Use Kagan structures.

ART AND DESIGN

Essential knowledge includes:

- understanding progression of techniques, skills and knowledge in the media of: *drawing, painting, textiles, sculpture, printing and textiles*

Art lessons should be designed to include:

- a hook; development and application of subject specific vocabulary; demonstration of skills; modelling thought processes and techniques; using and applying skills through practical activities; appraisal of artists' work; evaluation and assessment.

COMPUTING

Essential knowledge includes:

- Understanding the three strands of computing:
 - computer science
 - information technology
 - digital literacy

- Understanding, using and applying seven computational thinking skills: *logic, evaluation, algorithms, patterns, decomposition, abstraction and how computational thinking underpins programming.*

DESIGN TECHNOLOGY

Essential knowledge includes:

- understanding the processes related to: *design, make, evaluate, technical knowledge and cooking and nutrition*

'Design' can include:

- both large and small scale focused practical tasks

'Make' will include:

- a range of outcomes depending on skill

'Evaluate' allows children to:

- appraise their work in terms of: *what went well? What could be improved? What would you do differently next time?*