**Evidence 2:**

**Testimony in support of statements made.**

*'My visits to the Somme and Ypres organised by Bev while a student at LTU showed me that there are so many more ways of teaching young children about the war than just sitting in a classroom. It allowed me to gain a much clearer insight into the lives the soldiers led and I now feel able to teach in a way that honours these through the use of practical activities, artefacts, books and more.'*

**2.1 Ex Student Leeds Trinity University now teaching in the Early Years commenting on the enriching experiences provided to enhance the course.**

*Thank you so much for carrying out the assessment for the QM yesterday. It was a fantastic way to celebrate and also learn from. I really appreciate the time and effort you spent making points clear and useful for our move forward with History.*

**2.2 Email from a Subject Leader for History following a Quality Mark Assessment**

*The archaeology project which St. Mary’s participated in, in conjunction with Leeds Trinity University led by Bev Forrest and a local archaeologist, was a valuable experience both for myself, the staff and the pupils involved. It allowed us as teachers, to see the benefits of using local archaeology to enrich the History curriculum by not ‘planting’ evidence, but being confident enough to use artefacts found within the area as topics of discussion. The pupils enjoyed the fact that they were doing an authentic archaeological dig and knew no artefacts had been ‘planted’; this made their curiosity about their local history grow and they still, to this day talk about the dig. As a collective staff, we took away ideas for how different teaching methods could enhance and enrich the pupils’ learning throughout History lessons. Local organisations, members of the community and the local press all became involved. The experience was a valuable one for all involved, it strengthened our links with the community and I would highly recommend it to any school.*

**2.3 Ex Leeds Trinity student now teaching in a local school and undertaking a history subject leader role commenting on the archaeology project organised by the applicant.**

*Bev’s teaching and the opportunities she provided have had a profound impact on me especially the placement in a museum which allowed me to see another career path that used similar skills to the ones used in teaching which impacted on my career going forward. Her teaching allowed me to develop my specialism and her support showed me how I could take what I learnt from the course and teaching into different learning environments.*

**2.4 Ex student decided not to go into teaching in school, but instead to pursue a career in museum education. She now works at the Royal Armouries Leeds where she completed her placement in year 2 of the course.**

*Having the opportunity to attend a training session organised by Bev with the holocaust education trust during my initial teacher training has had a profound affect on how I will approach very challenging historical events with primary age children. The importance of enabling children to connect with events from the past on a human level was clear and really made me think about how children can engage with history as more than just pictures on a screen or events on a timeline. It also enabled me to reflect on my own knowledge and really understand that I need to be confident of my own knowledge in order to challenge the children effectively*.

**2.5 Ex student speaking about the sessions by the Holocaust Educational Trust organised for year 2 and 3 students**

*Bev's approach to teaching is both supportive and challenging. A range of teaching strategies; theory, practical and subject investigations lead to a number of 'Lightbulb moments' across the subject. Exploring connections, identifying existing knowledge and really pushing to extend thinking are key features of her practice, which enables all of her students to really engage with the subject and reach their full potential.*

**2.6 Ex student speaking about Bev’s approach to teaching History to final year students**

*Bev's teaching considers and engages all learning styles by incorporating a wide variety of activities and approaches to enable students to make connections and put their enquiry skills to good use.*

**2.7 Ex student speaking about Bev’s approach to teaching History to second year students**

*The project enabled the students to fully immerse themselves in a practical study of history, at a starting level basic enough to cater for those with weak historical knowledge without disengaging those more comfortable with the subject content. This meant they could apply their own experiences of both independent and group work as learners in the field to their professional practice. The project was both unique and successful in developing the competence of all students in history and within other subjects across the primary curriculum as well as developing that of their own pupils within school placements.*

**2.8 Current final year student reflecting on her experiences as part of the object learning project 2016-17**