# Primary Initial Teacher Education: Curriculum Plan

## STRAND: Postgraduate Programmes

***NB – this curriculum plan identifies when trainees will ‘meet’ content for the first time – the intention is that at each phase, university and school-based colleagues will support trainees in recalling, refining, applying and discussing content from the previous phases.***

## Curriculum Intent:

**History**- Our Primary History curriculum, at Edge Hill University, is designed to ignite trainee’s curiosity about the past. We are determined that alongside historical knowledge there will be a high focus on the development of specific historical skills through discrete History lessons to ensure trainees know more and remember more.

Our History curriculum recognises that effective history teaching is about enabling minds and our central aim is to develop committed, resilient, thoughtful and creative history teachers who will encourage pupils to think for themselves about the past.

History teaches pupils important knowledge and ways of analysing which can play an important role in developing them as critical citizens who can empathise with others and put the present into a wider perspective.

The course is both practically and intellectually challenging with the aim that students will reflect and engage their own particular views and philosophies about the nature and purpose of history, develop a deeper understanding of how pupils approach the subject and how they can meet their individual needs.

Our curriculum content looks at specific subject knowledge and curriculum knowledge, as well as focusing upon how History allows other areas, such as controversial issues and issues of social justice, to be addressed in the classroom. There is a focus on the importance of learning beyond the classroom and the use of primary sources, practical teaching strategies and using the platforms as opportunity for further professional development within teaching History.

## Phase 1 (University-led)

### Trainees will know:

* Identity and belonging are a starting point for making sense of the world in historical learning. Standard 3 LT5
* History consists of aspects of history, including skills, concepts, attitudes and values. Standard 3 LT2
* History consists of Key Principles- Knowledge and Understanding, Chronology, Interpretation, Enquiry and Communication and Organisation (Russell 2016) Standard 3 LT2
* Historical sources can be seen as primary sources and secondary sources. Standard 3 LT2
* Knowledge associated with the subject of history.
* Historical interpretation is determined by age, gender, social and cultural influences, economic considerations and location. Standard 3 LT2
* New information can be added to existing schemas.
* There is a progression of associated Key Principles and skills.
* There are processes and protocols in investigating the past. Standard 3 LT1
* The language associated with history. Standard 3 LT1

### Trainees will be able to:

* Shape a learning experience, in history that involves enquiry questions. Standard 4 LH3
* Consider aspects of history in lesson design, including enquiry, interpretation and chronology. Standard 5 LH3
* Consider key questions when planning a unit of work. Standard 4 LH1
* Begin to act and behave as historians. Standard 3 LH4
* Be aware of, and begin to identify, misconceptions and stereotypes. Standard 3 LH7
* Question and interrogate sources Standard 4 LH2
* Develop ways in which children can communicate their findings Standard 6 LH3
* Consider significance of events
* Map a planning cycle to the 3is
* Develop an understanding of the progression in the keys skills in history Standard 4 LH5
* Add new information to existing schemas (if appropriate) Standard 3 LT4
* Use and apply professional knowledge and skills to research eras in history. Standard 3 LH1

### Trainees will understand:

* Knowledge of the subject of History.
* Using a wide range of sources, including artefacts, will help create a better picture of the past.
* Trainees understand the importance of cultural capital in children’s educational development
* Why it is important to question sources.
* Incorporate assessment and monitoring into a lesson structure.
* That different versions of the past exist and the reasons for this.
* Progression in history can be monitored.
* That carefully planned opportunities enhance children’s cultural capital’ which promotes qualities that lead to developing well rounded citizens.
* The value of making judgements, organising and selection as part of the Key Principles of History.

### Composite knowledge/understanding/skills:

* *By the end of this phase trainees will* ***know:*** *The Key Principles of History.*
* *By the end of this phase trainees will* ***understand:*** *The pedagogy associated with delivering history.*
* *By the end of this phase trainees will* ***be able to:*** *Begin to plan historical learning experiences that are focused upon Aspects of History.*

Formative assessment in class through observations of tutors. Trainees will update their subject knowledge audit.

## Phase 2 (School-led – Professional Practice 1)

### Trainees will know:

* How History could be covered in a school’s curriculum
* That learning experiences should build upon prior learning by using components which lead to composite knowledge

### Trainees will be able to:

* Using the school’s history plan, identify key substantive and disciplinary knowledge with a view to understanding a sequence of learning
* Identify opportunities for historical learning from a school’s long and medium term plans.

### Trainees will understand:

* How to use school’s medium term plans to identify opportunities for a high quality learning experience that builds upon pupil’s prior knowledge.
* That component and composite knowledge should be well-sequenced across a school’s curriculum plan.

### Composite knowledge/understanding/skills

* *By the end of this phase trainees will* ***know:*** *That children’s prior knowledge must be understood before planning and delivering a learning experience*
* *By the end of this phase trainees will* ***understand:*** *That pupil’s component and composite knowledge must be carefully sequenced when planning a learning experience.*
* *By the end of this phase trainees will be* ***able to:*** Plan, teach and reflect upon a high-quality history learning experience (if appropriate) within the school’s planned curriculum.

Formative assessment by mentor (with Link Tutor support) via Weekly Development Summary and subject-specific History feedback whilst on Professional Practice.

## Phase 3 (University-led)

### Trainees will know:

* The importance of using high quality resources and sources Standard 4 LT1
* The importance of reflection and evaluating teaching and learning experiences (links to PGP4111) Standard 4 LT5

### Trainees will be able to:

* Plan for teaching Historical concepts within a topic or era.
* Research to support planning a historical learning experience
* Identify and implement approaches for teaching historical key principles.

### Trainees will understand:

* The importance of understanding and using key historical knowledge to help embed their knowledge in children’s long-term memory
* How to plan a sequence of historical learning experiences

### Composite knowledge/understanding/skills

* *By the end of this phase trainees will* ***know:*** *Key approaches to teaching and learning in History*
* *By the end of this phase trainees will* ***understand:*** *Methods in which information can be transferred to the long-term memory*
* *By the end of this phase trainees will be* ***able to:*** *Plan a focused series of lessons with confidence*

Formative assessment in class through observations of tutors. Trainees will update their subject knowledge audit.

## Phase 4 (School-led – Professional Practice 2)

### Trainees will know:

* Through school-based training, how to use school’s medium-term plans to support the planning of a sequence of lessons as well as to gain an understanding of what pupil’s prior learning is.
* That ongoing formative assessment of pupils understanding is necessary to understand their learning needs.
* That schools use varied approaches to assessing children in history and that pupils’ progression can be assessed using the Historical Association’s progression framework for History.

### Trainees will be able to:

* Identify component and composite knowledge using school’s medium-term plans
* Identify key substantive and disciplinary knowledge using school’s medium-term plans
* Use school’s medium-term plans in order to devise a series of history lessons or use the school’s medium-term plans to identify the sequence of learning used and how this builds upon prior learning.

### Trainees will understand:

* That medium-term planning is key to identify progression in component and composite knowledge
* That planning for progression in both substantive and disciplinary knowledge is key for pupils’ historical learning
* That medium-term plans can and should be adapted based upon the needs of the children and formative assessment undertaken during lessons

### Composite knowledge/understanding/skills

* *By the end of this phase trainees will* ***know:*** *That ongoing formative assessment of pupil’s learning is key to the delivery of a well-sequenced series of lessons*
* *By the end of this phase trainees will* ***understand:*** *That planning for progression in substantive and disciplinary knowledge across a series of lessons is key to children’s learning*
* *By the end of this phase trainees will be* ***able to:*** Plan, teach and reflect upon a sequence of history lessons if appropriate within the school's planned curriculum or articulate where geography fits in the school's curriculum and compare with other schools' curriculums

Formative assessment by mentor (with Link Tutor support) via Weekly Development Summary and subject-specific History feedback whilst on Professional Practice.

## Phase 5 (University-led)

### Trainees will know:

* What creativity in history could look like and how to promote this in the primary classroom Standard 4 LT5
* How to devise a carefully sequenced history curriculum for a particular year group. Standard 4 LT5

### Trainees will be able to:

* Use a range of approaches in order to develop children’s creativity in history. Standard 4 LH2
* Develop a history curriculum for a particular year group. Standard 4 LH14

### Trainees will understand:

* How to develop opportunities for children to explore history creatively.
* Gaining a view of how history is taught across the whole-school will enable them to plan a history curriculum for a particular year group.
* Identifying areas for their own CPD is important to continuing ones’ own knowledge and understanding around primary history
* The role organisations, such as the Historical Association, have in developing and evolving thinking in primary history.

### Composite knowledge/understanding/skills

* *By the end of this phase trainees will* ***know:*** *That History should be taught consistently and progressively throughout the primary phase*
* *By the end of this phase trainees will* ***understand:*** *That curriculum planning must be done with a view of a whole-school plan to ensure that the curriculum is coherently sequenced and progressively builds upon prior learning*
* *By the end of this phase trainees will be* ***able to:*** *Confidently plan a history curriculum for a particular year group*

Formative assessment in class through observations of tutors. Trainees will update their subject knowledge audit. They will upload it to the electronic portfolio as part of their evidence base, which may be reviewed as part of their final tutorial/ viva.

## Reading:

Research Review Paper, Essential Primary History, Mastering Primary History.

History 5-11, Teaching History in Primary Schools. Essential Primary History, Teaching the Primary Foundation Subjects.