# **Primary Initial Teacher Education: Curriculum Plan**

# **History - Undergraduate Programmes**

**Curriculum Vision:**

**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** | | | | | | | | |
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| **University Based Learning** | | | | **Practical Based Learning** | | | | |
| **Learn That** | | **Learn How** | | **Learn That** | | | **Learn How** | |
| **Component Knowledge** | Knows the broad aims of the history National Curriculum **L3.1** | To plan a lesson to identify intended curriculum goals **(CCF4.2)** | | Pupils are likely to learn at different rates and to require different levels of support from teachers to succeed. CCF5.1 | | | To use chunking when planning lessons so as not to overload the working memory **(CCF2.3)** |  |
| Knows the National Curriculum content at Key Stage 1 in **LT3.1** | To identify pedagogical approaches (e.g., modelling, scaffolding, fading, explanations) to support pupils to learn the intended curriculum during the process of planning a lesson **(CCF 4.3; 4.4)** | | Adaptive teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success CCF5.3 | | | To use strategies to support pupils to retain information in the long-term memory. **(CCF2.4)** | Intent |
| Knows the National Curriculum content at Key Stage 2 in **LT3.1** | To identify effective questions which will support pupils to learn the intended curriculum during the process of planning lessons **(CCF 4.6)** | | Seeking to understand pupils’ differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching CCF5.2 | | | To use retrieval practice **(CCF2.8)** |
| Understands progression in the strands of the history National Curriculum **LT3.1** | To integrate opportunities for pupils to use historical talk and vocabulary in the process of planning lessons **(CCF 4.7)** | |  | | | To use modelling, explanations, scaffolding and fading in teaching **(CCF 4.3; 4.4)** |
| Knows the statutory and non-statutory requirements of the National CurriculumLT3.1 | To integrate opportunities for pupils to practice the subject content in the process of planning a lesson **(CCF4.8)** | |  | | | To use paired and group work in lessons **(CCF 4.9)** |
| Understands the difference between a programme of study and a learning objective **(LT3.1)** | To plan opportunities for paired and group work when planning lessons **(CCF4.9)** | |  | | | To use adaptive teaching in history lessons **(CCF 5.3)** |
| Knows that declarative knowledge is the knowledge of the subject – its principles, facts, and concepts and the relationship between facts **LT3.2** | To plan adaptive teaching strategies to support pupils to learn the intended curriculum **(CCF5.3)** | |  | | | To use formative assessment in history lessons **(CCF 6.1)** |
| There is a value in knowledge associated with the subject of history **LT3.1** | To plan formative assessment opportunities when planning lessons and to know that good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear **(CCF6.2)** | |  | | | To use regular purposeful practice of what has previously been taught (**CCF2.7)** |
| New information can be added to existing schemas CCF3.3 |  | |  | | |  |
| Retrieval Practice CCF2.7 |  | |  | | |  |
| History consists of Aspects of History and Key Principles CCF3.2 |  | |  | | |  |
| History sources can be seen as Primary and Secondary sources CCF3.2 |  | |  | | |  |
| Historical Interpretation is determined by age, gender, social and cultural influences, economic considerations and location CCF3.2 |  | |  | | |  |
| Sources can be questioned for reliability, provenance, motivation and bias CCF3.8 |  | |  | | |  |
|  | There is a progression of associated Key Principles and Skills CCF3.3 |  | |  | | |  |  |
|  | The language associated with history CCF3.1 |  | |  | | |  |  |
| **Assessment** | **Assessment** | | | **Assessment** | | | |  |
| *What is being assessed?*  Understanding of the discipline of History.  Has secure subject knowledge to enable them to teach history effectively **LT3.2** | *How is it being assessed?*  PED1023 assessment | | *What is being assessed?*  Ability to teach history lessons | | *How is it being assessed?*  Professional Practice | | Impact |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | | | | |
| *By the end of this phase trainees will* ***know:*** | | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** | | |
| The Key Principles of History | | The Pedagogy associated with teaching history | | Begin to plan historical learning experiences that are focused upon developing historical knowledge and understanding. | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in History** | | | | | | | |
| Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham  University: UK. Available at: <http://bit.ly/2OvmvKO>  Research Review Paper <https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history#context-repetition> July 2021  National Curriculum for History <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf> | | | | | | | |

| **Phase 2** | | | | | | | | |
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| **University Based Learning** | | | | **Practical Based Learning** | | | | |
| **Learn That** | | **Learn How** | | **Learn That** | | | **Learn How** | |
| **Component Knowledge** | There are processes and protocols in investigating the past CCF3.6 | To consider Cultural Capital in designing learning experiences CCFLH1.5 | | Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils CCF5.4 | | | Revisit Chunking in lesson planning when planning a sequence of lessons. Worked examples LH2.3 2.5 2.9 | Intent |
| Cultural Capital can be developed through history CCF1.1, 1.2, 1.3, 1.4, 1.5, 1.6 | To consider subject specific misconceptions LT2.6 LH2.5, 2.6, LT3.4, LH3.7, LH6.4 | | Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practice, with appropriate guidance and support, increases success CCF4.8 | | | Utilise distributed and Spaced learning LH3.11, LT2.8 |
| Ambitious NC endpoints at KS1 and KS2 in the subject 3.5, 3.6 | Apply key subject concepts and knowledge LT3.6, LH3.4 | | The role of enquiry based approaches in the subject only after knowledge has been taught explicitly LH4.3 | | | Apply key subject concepts and knowledge LT3.6, LH3.4 |
| There are different types of knowledge, (Substantive and Disciplinary) LT3.6 | Consolidate distributed and spaced learning LH3.11, LT2.8 | |  | | | Planning a sequence of lessons linking and progressing component knowledge LT3.3 LH2.8 |
| Develop Schemas in history LT3.7 | Annotating schemes of work LH3.6, LH5.9 | |  | | | Support learners with EAL LT5.1 LH5.5 |
| Pedagogy must enable teachers to deliver the curriculum as intended LH4.9 | To support learners with EAL LT5.1, LH5.5 | |  | | | Planning for additional adults LH5.7, LT8.5, 8.11, 8.12, 8.15 |
| The role of enquiry based approaches in the subject only after knowledge has been taught explicitly LH4.3 | Transitions from KS1 to KS2 and to KS3 are important in historical development and understanding of consistent key principles. | |  | | | Map a planning cycle to the 3is CCF4.1 |
| Progress is knowing, remembering more and doing more LT6.6 LH6.3 | To develop schemes of work, considering progression of component knowledge. CCF3.3 | |  | | |  |
| Motivation and Self esteem LT1.1, 1.2, LT 7.1, 7.4, 7.5, 7.6, 7.7, LH 7.2, 7.15, 7.16 | How to structure a learning experience following processes and protocols CCF3.1 | |  | | |  |
| The role of and work of subject associations LT8.2, LH8.3, 8.7 |  | |  | | |  |
| There are processes and protocols in investigating the past CCF3.3 |  | |  | | |  |
|  | Consider the significance of events CCF3.1 |  | |  | | |  |  |
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| **Assessment** | **Assessment** | | | **Assessment** | | | | Impact |
| *What is being assessed?*  Developing depth of understanding of the subject | *How is it being assessed?*  *PED2026 assessment* | | *What is being assessed?*  *Teaching skills and knowledge* | | *How is it being assessed?*  *Successful completion of Professional Practice, working alongside mentors and school colleagues.* | |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | | | | |
| *By the end of this phase trainees will* ***know:*** | | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** | | |
| There are different types of knowledge and understanding in History | | The role of enquiry based approaches in the subject only after knowledge has been taught explicitly within History | | Sequence a series of learning in order to develop an aspect of history | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in History** | | | | | | | |
| Adesope, O. O., Trevisan, D. A., & Sundararajan, N. (2017) Rethinking the Use of Tests: A Meta-Analysis of Practice Testing.  Review of Educational Research, 87(3), 659–701. <https://doi.org/10.3102/0034654316689306>.  What’s the wisdom on causation <https://www.history.org.uk/publications/resource/9615/whats-the-wisdom-on-causation>  What’s the wisdom on consequence <https://www.history.org.uk/publications/resource/10053/whats-the-wisdom-on-consequence>  What’s the wisdom on change and continuity <https://www.history.org.uk/secondary/resource/9852/whats-the-wisdom-on-change-and-continuity>  What’s the wisdom on evidence and sources <https://www.history.org.uk/publications/resource/9667/whats-the-wisdom-on-evidence-and-sources>  What’s the wisdom on interpretations of the past <https://www.history.org.uk/publications/resource/9720/whats-the-wisdom-on-interpretations-of-the-past> | | | | | | | |

| **Phase 3** | | | | | | | | |
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| **University Based Learning** | | | | **Practical Based Learning** | | | | |
| **Learn That** | | **Learn How** | | **Learn That** | | | **Learn How** | |
| **Component Knowledge** | Historical understanding builds upon prior knowledge LT2.2, 2.6 LH2.1, 2.4, 2.7, LT3.7 LH6.5 | To develop Cultural Capital - through support for disadvantaged learners. LT1.6 | | High Quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary CCF4.7 | | | Revising schemas and how this can lead to germane load LT3.7 | Intent |
| The curriculum as progression- identify component knowledge needed to achieve a specific NC end point. LH2.8 | To go beyond the NC in the subject, inc LOtC LT3.6 | | Transferring / linking learning from one subject to another (critical thinking) LT3.7 | | | Designing small step progression in the subject, so that curriculum design takes account of pupils with SEND from the outset LH5.2, 5.5 |
| The Curriculum as progression- understanding progression within strands of the subject. (Key principles) LT3.1, LH3.8 | To design a curriculum linked to a theme LT3.7, 3.8 | | Develop ways in which children can communicate their findings CCF6.3 | | | Design/implement (ambitious) a curriculum LT3.7, 3.8 |
| Metacognition in history LT4.5 | To provide a challenging curriculum LT1.3, LH1.1, LH5.5, 5.15 | |  | | |  |
| Risk Assessments/ behaviours associated with educational visits and learning outside the classroom LH7.3 | To make judgements about progress over time (summative assessment) based on whether pupils are progressing through the intended curriculum LT6.6, LH6.3, 6.12 | |  | | |  |
| Subject leadership, Subject policies  Checking for quality of education in the subject. Being a subject leader in school. CCF8.1, 8.2, 8.3 8.7 | How to provide opportunities for information to be added to existing schemas CCFLT3.8 | |  | | |  |
| Sources can be questioned for reliability, provenance, motivation and bias CCF3.2 (consolidation of Y1 and Y2) |  | |  | | |  |
| *What is being assessed?*  *Skills and knowledge of the discipline of History* | *How is it being assessed?*  *Attendance, Monitoring in seminars*  *Viva* | | *What is being assessed?*  *Teaching skills and knowledge and ability to plan and deliver history learning opportunities.* | | *How is it being assessed?*  *Successful completion of Professional Practice, working alongside mentors and school colleagues. Taking onboard more of the role and responsibilities of being the classroom teacher.* | |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | | | | | |
| *By the end of this phase trainees will* ***know:*** | | *By the end of this phase trainees will* ***understand:*** | | *By the end of this phase trainees will* ***be able to:*** | | |
| The role of subject leader | | How to design a curriculum that goes beyond the NC (inc LOtC) | | Design a curriculum that promotes a progression of Key Principles (Component knowledge) | | |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in History** | | | | | | | |
| Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013) Improving students’ learning with effective  learning techniques: Promising directions from cognitive and educational psychology. Psychological Science in the Public  Interest, Supplement, 14(1), 4–58. <https://doi.org/10.1177/1529100612453266>.  Primary History Teachers’ Survey. Historical Association. 2019 <https://www.history.org.uk/primary/categories/709/news/3823/primary-history-survey-report> | | | | | | | |

\*CCF references from AHoA doc June 2022