**Primary Initial Teacher Education:**

**Subject / Strand Undergraduate Programmes**

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| **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** | **Learn that…** | **Learn how to…** |
| **Phase 1 Year One of New Degree** | **Trainees will know:**  | **Trainees will be able to:**  |
| * Identity and belonging are a starting point for making sense of the world in historical learning. Standard 3 LT5
 | * Shape a learning experience, in history. Standard 4 LH3
 |
| * History consists of aspects of history, including skills, concepts, attitudes and values. Standard 3 LT2
 | * Consider aspects of history in lesson design, including enquiry, interpretation and chronology. Standard 3 LH 5
 |
| * History consists of Key Principles- Knowledge and Understanding, Chronology, Interpretation, Enquiry and Communication and Organisation (Russell 2016 Standard 3 LT2
 | * Consider key questions when planning a unit of work. Standard 4 LH1
 |
| * Historical sources can be seen as primary sources and secondary sources. Standard 3 LT2
 | * Begin to act and behave as historians. Standard 3 LH4
 |
| * The value of knowledge associated with the subject of History. Standard 3 LT1
 | * Be aware of, and begin to identify, misconceptions and stereotypes. Standard 3 LH 7
 |
| * Historical interpretation is determined by age, gender, social and cultural influences, economic considerations and location. Standard 3 LT2
 | * Question and interrogate sources. Standard 4 LH2
 |
| * Sources can be questioned for reliability, provenance, motivation and bias. Standard 3 LT8
 | * Develop ways in which children can communicate their findings. Standard 6 LH3
 |
| * New information can be added to existing schemas.
 | * Consider significance of events.
 |
| * There is a progression of associated Key Principles and skills.
 | * Map a planning cycle to the 3is.
 |
| * There are processes and protocols in investigating the past. Standard 3 LT1
 | * Use and apply professional knowledge and skills to research eras in history. Standard 3 LH1
 |
| * The language associated with history. Standard 3 LT1
 | * Plan and teach a sequence of learning, identified from the school’s curriculum plan. Standard 4 LH 7
 |
|  | * Use the Research Review Paper for History to inform their knowledge and understanding of the current thinking.
 |
| **Trainees will understand:**  | **Composite knowledge / understanding / skills***By the end of this phase trainees will* ***know:**** *The Key Principles of History. Tutor. EP*

*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 developing Aspects of History. Tutor, EP, Mentor*

Formative assessment in class through observations of tutors. Trainees will update their subject knowledge audit. 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) of a history lesson via Weekly Development Summary and subject-specific History feedback whilst on Professional Practice. |
| * 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.
 |
| * That there are different types of knowledge, including Disciplinary, Substantive, Component and Composite.
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| * There are different types of historians- newsreader, journalist, and thinking consumer.
 |
| **Phase 2- (Year 2 old degree)** | **Trainees will know:**  | **Trainees will be able to:** |
| * How to structure a learning experience following protocols and procedures. Standard 3 LT1
 | * Question and interrogate sources. Standard 4 LH2
 |
| * Sources can be questioned for reliability, provenance, motivation and bias. Standard 3 LT8
 | * Develop ways in which children can communicate their findings. Standard 6 LH3
 |
| * How to provide opportunities for information to be added to existing schemas. Standard 3 LT 7
 | * Consider significance of events.
 |
| * How to incorporate the language of enquiry into lessons. Standard 3 LT1
 | * 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 LH10
 |
|  | * Use the Research Review Paper for History to inform their knowledge and understanding of the current thinking
 |
| **Trainees will understand:**  | **Composite knowledge / understanding / skills***By the end of this phase trainees will* ***know:**** *How to construct a purposeful learning experience.*

*Tutor EP**By the end of this phase trainees will* ***understand:**** Progression in History. Tutor. EP

*By the end of this phase trainees will* ***be able to:**** Sequence a series of learning episodes in order to develop an aspect of history. Tutor, Mentor, EP.

Formative assessment in class through observations of tutors. Trainees will update their subject knowledge audit. 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) of a sequence of history lessons via Weekly Development Summary and subject-specific history feedback whilst on Professional Practice. |
| * Why it is important to question sources.
 |
| * Incorporate assessment and monitoring into a lesson structure.
 |
| * The value of making judgements, organising and selection as part of the Key Principles of History.
 |
| * 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.
 |
| * That there are different types of knowledge, including Disciplinary, Substantive, Component and Composite
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| **Phase 3****Opportunities to consolidate the above as the two degree programmes cross over.** | **Trainees will know:**  | **Trainees will be able to:** |
| * History consists of aspects of history- including skills, concepts and attitudes and values. Standard 3 LT2
 | * Map a planning cycle to the 3is
 |
| * Learning experiences in history are made up of ‘The Content of History’ and ‘The Process of History’. Standard 3 LT 2
 | * Develop an understanding of the progression in the keys skills in history. Standard 4 LH5
 |
| * Historical interpretation is determined by age, gender, social and cultural influences, economic considerations and location. Standard 3 LT2
 | * Add new information to existing schemas (if appropriate) Standard 3 LH4
 |
| * Sources can be questioned for reliability, provenance, motivation and bias. Standard 3 LT8
 | * Use and apply professional knowledge and skills to research eras in history. Standard 3 LH10
 |
|  | * Consider When, Where, What, How and (maybe) Why? When planning a unit of work. Standard 3 LH1
 |
|  | * Use the Research Review Paper for History to inform their knowledge and understanding of the current thinking
 |
| **Trainees will understand:**  | **Composite knowledge / understanding / skills***By the end of this phase trainees will* ***know:**** *How to Construct a y. Tutor. EPP*

*By the end of this phase trainees will* ***understand:**** Progression within an Enquiry. Tutor. EPP

*By the end of this phase trainees will* ***be able to:**** *Plan Historical Learning Episodes that are driven by the key principles of History. Mentor. Professional Practice.*

Formative assessment in class through observations of tutors. Trainees will update their subject knowledge audit. Formative assessment by mentor (with Link Tutor support) of a sequence of history lessons via Weekly Development Summary and subject-specific history feedback whilst on Professional Practice. Discussion about how the sequence of lessons fits into the school’s overall curriculum.  |
| * 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.
 |
| * The value of making judgements, organising and selection as part of the Key Principles of History.
 |
| * 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.
 |
| * Incorporate assessment and monitoring into a lesson structure. Include Hinge Questions.
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| * Aspirational aims include:- to understand the value of LOtC and working with partners, such as the National Trust, Historic England and Merseyside Museums (ie the Walker Art Gallery and other sites) (Conference)
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| Research: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. |