**Primary 5-11 Curriculum Map (History)**

***PGCE***

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| **University Curriculum** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1**  **What is History**  **Vikings** | To know that Foundational Knowledge in History is made up of Disciplinary Knowledge and Concepts (Second order concepts) and Substantive knowledge- Chronological knowledge and Substantive concepts.  To understand that History consists of Key Principles- Knowledge and Understanding, Chronology, Interpretation, Enquiry and Communication and Organisation.  To know that identity and belonging are a starting point for making sense of the world in historical learning.  To know that new information can be added to existing schemas.  To know that historical interpretation is determined by age, gender, social and cultural influences, economic considerations and location.  To understand that learning experiences, in history, are made up of ‘’The Content of History’ and ‘The Process of History’, developing both Substantive knowledge and Disciplinary knowledge. | 1.2  1.4  1.5  1.6  2.8  3.2  3.3  3.5  3.7  4.2  4.3  4.9  5.2  5.4  5.7  7.1 | 1.a  1.b  2.g  3.a  3.d  3.f  3.j  4.b  4.j  6.a  6.d  6.e  6.h  6.g  7.c  7.d | The National Curriculum [National Curriculum History](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf)  Research Review Paper- History [Research Review Paper History](https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history%2525252525252525252523repeated-encounters)  History in outstanding Schools <https://educationinspection.blog.gov.uk/2021/04/27/history-in-outstanding-primary-schools/>  Russell C (2016) Essential Primary History. Chapter One. Bibliu <https://bibliu.com/> | Questioning  Hinge Questions  Low Stakes  Quizzes  Retrieval  End of Seminar Quiz |
| **Session 2**  **Local History - Ormskirk** | To be able to begin to act and behave as historians.  To be able to question and interrogate sources.  To consider aspects of history in lesson design, including enquiry, interpretation and chronology as well as empathy and historical imagination.  To be able to use a wide range of sources including artefacts, and to know that this will help create a better picture of the past. | 1.3  1.7  2.6  3.10  4.2  5.8  6.1 | 1.c  3.b  4.b  4.i  4.m  4.n  6.g  6.q | Avoid out of date History teaching [TES Avoid Out of Date History Teaching](https://www.tes.com/magazine/news/general/avoid-out-date-history-teaching-warns-ofsted%2525252525252525252523:~:text=Ofsted%252525252525252525252520has%252525252525252525252520set%252525252525252525252520out%252525252525252525252520what,way%252525252525252525252520specific%252525252525252525252520subjects%252525252525252525252520are%252525252525252525252520taught.)  How to teach Primary History [How to Teach Primary History](https://www.tes.com/magazine/teaching-learning/primary/how-teach-primary-history-8-ofsted-findings)  How to Boost Culture Capital [Cultural Capital](https://educationblog.oup.com/secondary/cultural-capital)  Russell C (2016) Essential Primary History. Chapter Four. Bibliu <https://bibliu.com/>  Historical Association Significance at KS1- Ian Dawson <https://www.history.org.uk/primary/categories/781/module/6769/significance-at-key-stage-1>  What’s the wisdom on assessment  [What's the Wisdom on Assessment](https://www.history.org.uk/publications/resource/10328/whats-the-wisdom-on-history-assessment)  Curriculum Sequencing - how to decide what to teach and when [Curriculum Sequencing](https://www.teachwire.net/news/curriculum-sequencing-how-to-decide-what-to-teach-and-when/)  Progression in History [Jamie Byrom](https://www.exeter.ac.uk/media/universityofexeter/collegeofsocialsciencesandinternationalstudies/education/pgce/pre-coursedocuments/pre-coursedocuments2018-19/Progression_in_History_under_the_2014_National_Curriculum.pdf) | Questioning  Hinge Questions  Low Stakes  Quizzes  Retrieval  End of Seminar Quiz |
| **Session 3**  **Delve Deeper**  **Stone Age and Ancient Civilisations** | To be able to map a planning cycle to the 3is  To understand the progression in the keys skills in history  To know an enquiry can be developed in five (5) stages.  To be able to act and behave as historians.  To understand the language of Enquiry.  To know that carefully planned opportunities enhance children’s cultural capital, which promotes qualities that lead to developing well rounded citizens. | 2.1  2.2  2.3  2.4  2.5  4.6  5.7  6.1 | 2.a  2.b  3.i  3.k  4.l  4.n  5.a  5.b  6.b  8.b  8.d | What confuses children in Primary History? PH74 Tim Lomas  Chapter 4 Essential Primary History (2016)- Christopher Russell  Impartiality in Schools  <https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools>  The Discovery of the village <http://www.orkneyjar.com/history/skarabrae/>  Nat Geo Kids - Skara Brae [Skara Brae](https://www.natgeokids.com/uk/discover/history/general-history/skara-brae/)  History Hit <https://www.historyhit.com/locations/skara-brae/>  Historical Association Significance at KS1- Ian Dawson <https://www.history.org.uk/primary/categories/781/module/6769/significance-at-key-stage-1>  Progression in History [Jamie Byrom](https://www.exeter.ac.uk/media/universityofexeter/collegeofsocialsciencesandinternationalstudies/education/pgce/pre-coursedocuments/pre-coursedocuments2018-19/Progression_in_History_under_the_2014_National_Curriculum.pdf)  From the ITTECF  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> | Questioning  Hinge Questions  Low Stakes Quizzes  Retrieval  End of Seminar Quiz |

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| **School Based Curriculum – Introductory** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  Observe how expert colleagues manage and organise the classroom during an art lesson in order to maintain a safe and inclusive learning environment.  **Planning :** Observe how expert colleagues break tasks down into constituent components, in this subject, for at least one lesson.  **Teaching :** Rehearse and refine particular approaches in this subject for a group/whole class. Deliver group/whole class teaching.  **Assessment :** Check prior knowledge and understanding during lessons.  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s**  **(Use language “to know”, “to understand”, “to be able to”)** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| To know different types of knowledge- chronological knowledge, fingertip knowledge, generative knowledge and residue knowledge.  To understand foundational knowledge- disciplinary and substantive knowledge and how they might appear in lessons.  To be able to plan a lesson that addresses the key principles of History. | 1.2  2.8  3.2  4.2  5.1  5.2  6.2  7.1  8.2 | 1a  1b  1c  2e  3a  3b  3e  4b  5a  6a  7c  8d | The National Curriculum  [National Curriculum History](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf)  Research Review Paper- History  [Research Review Paper History](https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history%2525252525252525252523repeated-encounters)  History in Outstanding Primary Schools  <https://educationinspection.blog.gov.uk/2021/04/27/history-in-outstanding-primary-schools/>  Primary History Resources  <https://www.history.org.uk/primary/categories/content>  From the ITTECF:-  Coe, R., Aloisi, C., Higgins., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham  University: UK. Available at: <http://bit.ly/2OvmvKO> | Weekly Development Summary  Lesson Observations  Link Tutor  Blue Book  Reflective conversations with Mentor. |
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| **School Based Curriculum – Developmental** | | | | |
| **Observing :**  Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning :** Observe how expert colleagues break tasks down into constituent components over a sequence of lessons. Plan, as appropriate, for a sequence of lessons in all core and selected foundation subjects.  Plan, as appropriate, one lesson / group activity in all remaining subjects.  **Teaching :** Rehearse and refine particular approaches in all core and selected foundation subjects.  **Assessment :** Draw conclusions about what pupils have learnt by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s**  **(Use language “to know”, “to understand”, “to be able to”)** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| To know how a school addresses developing historical knowledge and understanding across their curriculum, including LOtC and cultural capital  To understand how a school addresses the National Curriculum for History.  To be able to use the school’s medium term plans (or published schemes of work) to plan and implement history lessons. | 1.1  1.3  1.4  2.4  2.5  3.1  3.5  3.6  4.2  5.2  5.3  5.4  5.7  6.2  7.1  8.2 | 1a  1b  1c  1d  1e  2e  3a  3b  3e  4a  4b  4c  5a  5b  5e  6a  6e  7b  8b | The National Curriculum  [National Curriculum History](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf)  Research Review Paper- History  [Research Review Paper History](https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history%2525252525252525252523repeated-encounters)  How to Boost Culture Capital [Cultural Capital](https://educationblog.oup.com/secondary/cultural-capital)  Sossick, M. (2020) Knowledge Rich approaches to history and the discipline of history. Historical Association. Primary History 84  <https://www.history.org.uk/publications/resource/9758/knowledge-rich-approaches-to-history> | Weekly Development Summary  Lesson Observations  Link Tutor  Blue Book  Reflective conversations with Mentor. |

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| **School Based Curriculum –Consolidation** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning :** Plan a sequence of lessons in all core and foundation subjects.  **Teaching :** Rehearse and refine particular approaches in all core and selected foundation subjects.  **Assessment :** Discuss with expert colleagues summative assessment, reporting and how data is used.  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s**  **(Use language “to know”, “to understand”, “to be able to”)** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| To know how to embed historical knowledge into a series of lessons or scheme of work.  To understand how to use school’s medium-term plans to devise a series of history lessons that address the key principles of the history and historical enquiry OR annotate the school’s medium-term plans, identifying the sequence of learning used, how this builds upon prior learning across the primary phase. Use the medium-term plans to identify and discuss the role of additional adults and adaptive teaching for SEND and EAL learners.  To be able to break information down into a sequence of learning and taking into account cognitive overload. OR To be able to observe History lesson and recognise key principles within the plans. | 1.3  1.7  2.8  2.9  2.10  3.1  3.7  4.4  4.6  4.7  5.1  5.7  6.1  6.5  6.7  7.1  8.1  8.5 | 1f  1h  2a  2b  2f  3c  3d  3g  4a  4b  4c  4g  4l  4m  5g  5l  5n  6g  6h  7c  7d  8a  8j | The National Curriculum  [National Curriculum History](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf)  Research Review Paper- History  [Research Review Paper History](https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history%2525252525252525252523repeated-encounters)  Curriculum Sequencing - how to decide what to teach and when [Curriculum Sequencing](https://www.teachwire.net/news/curriculum-sequencing-how-to-decide-what-to-teach-and-when/) | Weekly Development Summary  Lesson Observations  Link Tutor  Blue Book  Reflective conversations with Mentor. |