**Primary Curriculum Map - History**

***Year 1 Undergraduate***

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| **University Curriculum – Year 1** |
| **Session Sequence****Include details of creative**  | **Session Content** **Subject Specific Components** | **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** |
| **Seminar 1****What is History?****Vikings****How confident are you in knowing the five key principles of history?** | 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. | 1.21.41.51.6 2.83.23.33.53.74.24.34.95.25.45.77.1 | 1.a1.b2.g3.a3.d3.f3.j4.b4.j6.a6.d6.e6.h6.g7.c7.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/>Avoid out of date History teaching [TES Avoid Out of Date History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%3A~%3Atext%3DOfsted%252525252525252525252520has%252525252525252525252520set%252525252525252525252520out%252525252525252525252520what%2Cway%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) | QuestioningHinge QuestionsLow StakesQuizzesRetrievalEnd of Seminar Quiz |
| **Seminar 2****Local History- Ormskirk****How confident are you in identifying a range of sources that could be used in an investigation?** | 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 enquiry, interpretation and chronology as well as empathy and historical imagination.To be able to use a wide range of sources including artefacts, will help create a better picture of the past. | 3.13.64.4 | 1.c3.b4.b4.i4.m4.n6.g6.q |
| **Seminar 3****Project-****Your Hometown in Five Buildings****Expert input English Heritage****How confident are you in developing relevant links to LOtC?** | To be able to work with expert colleagues from English Heritage/Historic England.To understand and develop links with LOtC.To be able to use a range of sources to research a particular area/field of interest.To be able to identify Key Principles within a research project. | 1.31.72.63.104.25.86.1 | 1.b1.c3.a3.b3.c4.b4.j5.b5.g6.a |
| **Seminar 4****Delve Deeper****Stone Age****How confident are you in recognizing progression of key principles of history?** | To be able to map a planning cycle to the 3is.To be able to develop an understanding of the progression of key skills in history.To understand that an enquiry is developed in five stages.To be able to act and behave as historians.To understand the Language of Enquiry.To understand that carefully planned opportunities enhance children’s cultural capital which promotes qualities that lead to developing well rounded citizens. | 2.12.22.32.42.54.65.76.1 | 2.a2.b3.k3.i4.g4.l5.a5.b6.b8.b8.d |
| **Seminar 5****Project-****The Beatles****How confident are you in recognising significance?** | To be able to explore significance within History. To be able to design practical activities towards teaching HistoryTo be able to link projects to the local study unit- LiverpoolTo be able to apply historical skills and processes. | 1.11.21.61.72.63.54.34.95.86.1 | 1.b1.h2.j3.a3.b3.j4.h4.m5.b5.n6.a |
| **Seminar 6****Organising History****Ancient Greeks****How confident are you in designing and planning a learning experience in history?** | To consider aspects of history in lesson design, including enquiry, interpretation and chronology.To understand and be aware of and begin to identify misconceptions and stereotypes.To know that History is an enquiry based subject. Other approaches, such as EDI, are advocated by authors and commentators in promoting knowledge before skills.To be able to develop ways in which children can communicate their findings | 1.11.21.32.62.73.93.105.3 | 2.f2.h2.k3.c4.f4.j5.n5.p |

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| **School Based Curriculum – Year 1** |
| **Observing:** Observe how expert colleagues plan for the needs of all learners while maintaining high expectations, providing targeted support and promote an inclusive and equitable learning environment.**Planning:** Observe how expert colleagues adapt content, approaches, and environments to support all learners especially those with an additional need, for at least one lesson.**Teaching:** Rehearse and refine approaches to adaptive teaching to meet the needs of all learners. Deliver group/whole class teaching.**Assessment:** Rehearse and refine how to adapt assessment to enable and support children to demonstrate what they know, remember, and understand using a range of assessment strategies.**Subject Knowledge:** Demonstrate the ability to work within the key legislation and policies that underpin adaptive teaching and inclusive practice for all children including those with Special Educational Needs/Disability.Discuss and analyse specific components with expert colleagues. |
| **Subject Specific Components/s (know, understand, can do)** | **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 types of knowledge- chronological knowledge, fingertip knowledge, generative knowledge and residue.To understand foundation knowledge- disciplinary and substantive knowledge.To be able to plan a lesson. | 1.22.83.24.25.15.26.27.18.2 | 1a1b1c2e3a3b3e4b5a6a7c8d | 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. DurhamUniversity: UK. Available at: <http://bit.ly/2OvmvKO> | Weekly Development Summary Lesson ObservationsLink Tutor Blue BookPebble PadReflective conversations with Mentor. |

***Year 2 Undergraduate***

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| **University Curriculum – Year 2** |
| **Overview of Content****Seminars include Retrieval of Prior learning****Exploration of Substantive Concepts****Lesson structures including writing frames****Practical application of research and investigation (Frank Hornby)****Cross Curricular** **Assessment****SEND** |
| **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**  |
| **Seminar 1****Tutankhamen and Howard Carter** | To understand the importance of retrieval of prior learning.To understand the progression of Substantive Concepts- Tim JennerTo be able to use Lewis and Wray Writing Frames- The value of making judgements, organising and selection as part of the Key Principles of History.To explore significant People, Links to KS1 NC, Creating a Challenging learning experience in History. To know of pedagogies associated with History. EDI lessons and enquiry lesson formats.To know that sources can be questioned for reliability, provenance, motivation and bias.To understand the significance of significance in history.To explore Ancient Egypt- Howard Carter and Tutankhamun’s Tomb and Controversial Issues. To explore controversial Issues in History, Inclusivity and Social Justice. To understand the role organisations, such as the Historical Association, have in developing and evolving thinking in primary history. | 2.82.92.103.24.14.24.34.44.64.76.1 | 1.a2.a2.b2.e2.g2.h3.b3.c3.h3.g3.i3.l4.a4.g4.i4.l6.a6.d6.g6.h7.a7.c7.e7.d7.f8.b | History Curriculum Webinar Tim Jenner <https://www.youtube.com/watch?v=L5GeAsg8nZ4>Progression in History Jamie Byron [Progression in History](https://www.exeter.ac.uk/media/universityofexeter/collegeofsocialsciencesandinternationalstudies/education/pgce/pre-coursedocuments/pre-coursedocuments2018-19/Progression_in_History_under_the_2014_National_Curriculum.pdf)Getting to Grips with Concepts PH82 Tim LomasGetting to Grips with Concepts - Tim Lomas Finding the Place of Substantive Knowledge in History - Dominik Palek Teaching History March 2015Back to Basic- What does a Good History lesson Look like PH86 Susie Townsend[Back to Basics](https://www.history.org.uk/publications/resource/9950/back-to-basics-what-does-a-good-history-lesson-lo)What’s the wisdom on historical significance <https://www.history.org.uk/publications/resource/9998/whats-the-wisdom-on-historical-significance>From the ITTECF:-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>.Learning about the Past through toys and games. Helen Crawford PH74 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>What’s the wisdom on assessment  <https://www.history.org.uk/publications/resource/10328/whats-the-wisdom-on-history-assessment> | QuestioningHinge QuestionsLow StakesQuizzesRetrievalEnd of Seminar Quiz |
| **Seminar 2****Toys and Games** | To know and understand the NC- Focus on KS1.To understand toolkit ideas for Toys and Pastimes.To explore chronology Second Order Concepts- Change.To be able to work with LOtC museums and using expert colleagues/ worked examples.To explore controversial issues and stereotypes.To be able to use sources to find out about the past.To be able to develop links to Local History- Frank Hornby.To be able to question and interrogate sources.To Know More and Remember More- planning a sequence of lessons and annotating schemes.To understand distributed and spaced learning. Links to other subjects.To be able to support learners with SEND. | 3.74.104.115.15.56.57.27.37.47.57.67.7 | 3.k3.j4.m5.a5.n6.e6.q |
| **Seminar 3****Ancient Rome** | To know and understand (Consolidation of) Key Principles- Knowledge and Understanding, Chronology, Interpretation, Enquiry and Communication and OrganisationTo be able explore approaches towards SEND and History.To be able to plan for additional adults and Supporting learners with EAL.To explore transitions from KS1 to KS2 and KS2 to KS3.To know of school approaches to Cultural Capital.To understand the NC and Going beyond the NC.To know that component knowledge should be well-sequenced across a school’s curriculum plan.To be able to plan for teaching Historical concepts within a topic or era.To identify and implement approaches for teaching historical key principles. | 2.12.33.33.43.53.63.83.104.95.25.35.48.48.5 | 1.a1.b1.c1.e1.f2.f2.d2.i2.j2.k3.a3.d3.f4.c4.d4.j4.o4.p5.c5.e5.l |
| **Seminar 4****Great Fire of London****Cross Curricular and Assessment** |  |  |  |

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| **School Based Curriculum – Year 2** |
| **Observing:** Observe how expert colleagues use distributed and spaced learning in at least 4 lessons throughout school.Observe how expert practitioners use motivation and build self-esteem of all learners.**Planning:** Plan for opportunities to increase cultural capital.Plan for the effective use of additional adults Discuss with expert practitioners how they embed adaptive approaches into planning.With the support of expert practitioners, capture and incorporate the voice of the child for example through a one-page profile.**Teaching:** Rehearse and refine chunking, scaffolding, and fading in lesson planning over a sequence of lessons. Plan, teach and evaluate a series of lessons incorporating adaptive approaches to enable all children to access a rich curriculum.**Assessment:** Use peer and self-assessment to aid and support independent learning.**Subject Knowledge:** Discuss and analyse with expert practitioners how to implement and review flexible groupings and use groupings to support learning and promote inclusion. |
| **Subject Specific Components/s (know, understand, can do)** | **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 history can promote cultural capital.To understand transitions between KS1-KS2 and KS3.To be able to plan a sequence of lessons. | 1.22.83.24.25.26.27.18.2 | 1a1b1c2e3a3b3d4b5a6a7c8b | How to Boost Cultural Capital [Cultural Capital](https://educationblog.oup.com/secondary/cultural-capital) | Weekly Development Summary Lesson ObservationsBlue Book ReflectionsPebble PadLink Tutor Conversations |

***Year 3 Undergraduate***

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| **University Curriculum – Year 3** |
| **Overview of Content** |
| **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**  |
| **Seminar 1****The Maya** | To consolidate prior learning. Retrieval.To know foundational knowledge.To understand the role of Metacognition in History.To explore the NC and creating a sequence of learning experiences.To consolidate understanding of the processes involved in designing learning experiences.To be able to deconstruct plans.To be able to provide opportunities for information to be added to existing schemas.To consolidate work on Memory. | 2.12.32.42.52.82.93.34.24.44.54.97.1 | 1.c1.e1.f2.b2.c2.i2.j3.a3.b3.i4.a4.o4.m4.p7.b7.c7.d7.e7.f7.n | Metacognition[https://www.globalmetacognition.com/post/metacognitive-strategies-for-the-history-classroom#:~:text=Metacognition%20refers%20to%20what%20we,Donovan%20%26%20Bransford%2C%202005](https://www.globalmetacognition.com/post/metacognitive-strategies-for-the-history-classroom%252525252523%3A~%3Atext%3DMetacognition%2525252525252520refers%2525252525252520to%2525252525252520what%2525252525252520we%2CDonovan%2525252525252520%26%2525252525252520Bransford%2C%25252525252525202005)).<https://www.hillsideprimary.org.uk/metacognition/>Designing a Curriculum<https://www.teachwire.net/news/how-to-design-a-primary-history-curriculum/>Cultural Capital<https://cornerstoneseducation.co.uk/news/developing-cultural-capital-in-your-primary-school/>LOtC[https://onlinelibrary.wiley.com/doi/10.1002/%28SICI%291098-237X%28199711%2981%3A6%3C763%3A%3AAID-SCE11%3E3.0.CO%3B2-O](https://onlinelibrary.wiley.com/doi/10.1002/%28SICI%291098-237X%28199711%2981%3A6%252525252525253C763%3A%3AAID-SCE11%252525252525253E3.0.CO%25252525253B2-O)From the ITTECFSweller, J. (2016). Working Memory, Long-term Memory, and Instructional Design. Journal of Applied Research in Memory and Cognition, 5(4), 360–367. <http://doi.org/10.1016/j.jarmac.2015.12.002>. \*PaywallGathercole, S., Lamont, E., & Alloway, T. (2006) Working memory in the classroom. Working memory and education, 219-240 <https://www.bps.org.uk/psychologist/working-memory-classroom>TES article – Metacognition [TES- Metacognition](https://www.tes.com/magazine/sponsored/tes-develop/metacognition-why-we-need-teach-pupils-how-learn) | QuestioningHinge QuestionsLow Stakes QuizzesRetrievalEnd of Seminar Quiz |
| **Seminar 2****The Indus Valley** | To be able to prepare an enquiry. What do we want to know? Preparing an enquiryTo be able to recognize opportunities to develop Substantive Concepts.To be able to prepare and plan a sequence of lessons – retrieval/consolidationTo explore worked examples (resources from different sources).To be able to create cross curricular links to the Indus Valley.To know and understand ways of assessment in History- (progression experiences and reading).To develop understanding of SEND and Primary History.To develop knowledge of progression of ideas and links to other adults.To explore retrieval of Foundational Knowledge, Key Principles and Enquiry Model.To reflect on own historical knowledge and understanding. Identifying areas for their own CPD. | 2.22.103.54.64.85.15.25.35.76.16.26.36.46.56.66.78.6 | 2.e4.i4.j5.d5.e5.k5.l5.n6.a6.g6.h6.q8.i8.k |
| **Seminar 3****Understanding the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.** | To understand Retrieval- Find it! Fix It!To be able to create learning episodes.To understand and explore NC links to:-A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.To be able to engage with curriculum design.To engage with the Reading Task- Dialogic talk- Pair Share Work.To understand a rationale for LOtC- (draw on Y1 and Y2 experiences).To understand risk Assessments and behaviours associated with LOtC and educational visits.To explore seminal Authors (Hein, Symmington and Griffin) associated with LOtC.To revisit understanding of Cultural Capital.To be able to plan to use Outside Agencies. | 3.13.75.68.18.28.38.7 | 2.k3.f3.j7.a8.a |

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| **School Based Curriculum – Year 3** |
| **Observing:** Observe how expert colleagues identify and implement reasonable adjustments for children with identified Special Educational Needs **Planning:** Work closely with other teachers, SENco and members of the staff team to implement reasonable adjustments within and beyond the classroom.Plan for children who may need adaptations beyond the classroom to support their social inclusion.**Teaching:** Observe and implement reasonable adjustments for children with identified special Educational Needs and Disability **Assessment:** Discuss with expert colleagues’ summative assessment, reporting and how data is used.**Subject Knowledge:** Acknowledge and identify when their own social, emotional and mental health needs to be supported.Identify and access sources of support for their own wellbeing where appropriate. |
| **Subject Specific Components/s (know, understand, can do)** | **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 the role of metacognition in teaching and learning of historyTo understand approaches in addressing SEND in HistoryTo be able to plan and implement historical learning experiences that fit into a school’s curriculum. | 1.22.83.24.25.26.27.18.2 | 1a1b1c2e3a3b4b5a6a7c8b | From the ITTECF[EEF\_Metacognition\_and\_self-regulated\_learning.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1687768978)Education Endowment Foundation (2017) Metacognition and Self-regulated learning Guidance Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/> [retrieved 10 October 2018]. | Weekly Development Summary Lesson ObservationsBlue Book ReflectionsPebble PadLink Tutor Conversations |