**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. | 1.2  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/>  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)  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) | Questioning  Hinge Questions  Low Stakes  Quizzes  Retrieval  End of Seminar Quiz |

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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. | 1.2  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  Pebble Pad  Reflective conversations with Mentor. |