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| Curriculum Intent Statement: PGCE History The intention of the University of Manchester History PGCE course is to train teachers who can provide a high-quality History education to pupils in all manner of school settings.  Trainees will develop their understanding of the importance of History in a variety of educational contexts, understand how a curriculum is used to guide students’ learning, and how to interpret exam specifications to deliver engaging and relevant teaching.  Trainees will understand that History is an inherently broad, complex and diverse subject.  History trainees will reflect on teaching and learning to make informed choices on how best to teach History. They will be able to demonstrate sound assessment practices to ensure they are informed as to how their pupils have made progress in an activity, lesson, scheme of work, or phase of learning. Most importantly, trainees will know from practice and academic study that History is an important and relevant subject suitable for all pupils, no matter their need or background, and they will create a teaching culture that fosters inclusion and progress for all.  The History subject team has structured a curriculum that allows trainees to experience many aspects of teaching both within and outside their specialisms.  Our PGCE History curriculum has been grounded in the needs of schools, through dialogue and co-construction with subject mentors and through observational visits. The key to the curriculum is that trainees learn through observation, rehearsal, practice, and critical discussion. Learning will take place in both the University and the placement school settings; classroom practice will be complemented by independent study tasks and the completion of academic assignments.  During University sessions, trainees will experience a wide variety of sessions led by UoM tutors.  They will also have the opportunity to work with teachers from within our partnership schools, attend lectures/workshops from experts in various fields of History education, and will connect with a variety of researchers and specialists from within UoM.  While on placement, alongside their teaching and the feedback they will receive on this, they will also develop through formal mentor meetings, observations of other teachers, and formal and informal meetings with colleagues.  Importantly, trainees will be encouraged to reflect on their progress with their peers.  The PGCE History curriculum aims to support the development of trainees with specific foci on subject knowledge development, assessment, pedagogy and research. This curriculum has been constructed through personal UoM tutors’ and professional practices, alongside collaboration with serving teachers and subject associations.  The following tables detail the History curriculum for University blocks relating to placement 1, 2 and 3.  The curriculum is framed as Core questions.  Trainees will reflect on these core questions in lecture and seminar formats, rehearse relevant activities in learning groups group, then practice and reflect on these questions in placement. For most core questions, trainees are expected to demonstrate learning through discussion, planning and teaching episodes. | | | | | | | | | | | | |
| **History Curriculum Overview – Key questions** | | | | | | | | | | | | |
| **History Curriculum Intent U1/P1** | | | | | | | | **History Curriculum Intent U2/P2** | | | **History Curriculum Intent U3/P3** | |
| What is the importance of History as a school subject? | | | | | | | | What are the requirements and content for KS4 History and how can History teachers develop their knowledge and pedagogy for GCSE? | | | What barriers do EAL students face and what strategies can History teachers use to support EAL students in the classroom? | |
| What are the key components of a good History lesson and how does the planning process work? | | | | | | | | How can marking and feedback be used to ensure better pupil outcomes? | | | What approaches can History teachers adopt when teaching sensitive, contested and controversial histories? | |
| What is the importance of secure subject knowledge and how can subject knowledge be enhanced and developed? | | | | | | | | What does adaptive teaching look like in the History classroom, and how can History teachers support learners with SEND? | | | How can we ensure that LGBT+ voices and experiences are present in the History curriculum? | |
| What are the disciplinary and substantive concepts in History education? | | | | | | | | What can History teachers do to make women more visible in the curriculum? | | | How can archives be used to develop representative curriculum planning, and how can sources and evidence be used to drive lesson planning? | |
| What does a review of recent research suggest about how children learn? | | | | | | | | How can historical scholarship be used to drive curriculum planning and how can we support students with historical interpretations? | | | Which approaches can History teachers take when working with complex and contrasting historical interpretations? | |
| How does a History teacher create enquiry questions and how do disciplinary and substantive concepts appear in enquiries? | | | | | | | | How can specialist subject bodies support your teaching and students’ learning? | | | How do History teachers plan and execute effective Historical fieldwork? | |
| How are curricula constructed and how are enquiry questions used to structure and shape a curriculum?  What is meant by curriculum sequencing and a ‘knowledge rich’ curriculum? | | | | | | | | What does a good curriculum for Holocaust education at KS3 look like? | | | How will you continue to develop your subject and curriculum knowledge in History and which scholarship, research and reading will help add depth to your subject knowledge for your ECT year? | |
| What is a representative History curriculum and which groups tend to be under represented in the school History curriculum? | | | | | | | | How can formative assessment be used to inform the teacher and to ensure that learning and understanding are made visible? | | | How will you adapt your planning and pedagogy to enhance your practice as an ECT? | |
| What is pedagogy and what can History teachers and students do in their lessons? | | | | | | | | What does it mean to diversify a curriculum and what does a decolonized History curriculum look like? | | | How can History teachers ensure local history is present in lesson and curriculum plans? | |
| How can History teachers assess their students and measure their progress? | | | | | | | | What are the implications of Ofsted’s research review for History for practitioners? | | | What are the requirements and key considerations for teaching A- level History and how can History teachers develop their knowledge and pedagogy? | |
| What is adaptive teaching and how can History teachers ensure good outcomes for students of different abilities? | | | | | | | | How can History teachers support students with judging historical significance? | | | How can History teachers use research to inform and shape their practice? | |
| How can History teachers use sources and evidence in lessons? | | | | | | | | How can we support students with change and continuity, and judging similarity and difference? | | | Which strategies from Cognitive Science are impactful in the history classroom and how can they be embedded into lesson and curriculum plans? | |
| Which topics in History might be considered sensitive, contested and controversial and how should teachers approach these topics? | | | | | | | | What experience, skills and attributes are necessary for success in securing a first appointment? | | | Which forms of assessment are most productive and provide teachers with feedback to shape and inform their planning and teaching? | |
| What is cognitive science and how can strategies from cognitive science be integrated into History lessons to support students? | | | | | | | | How can History teachers support students when dealing with complex and contrasting interpretations? | | | How can pupil voice be used to inform what History teachers do? | |
| How can History teachers embed and promote historical scholarship into lessons? | | | | | | | |  | | | What is the Early Career Framework and how will you be monitored, assessed and supported as an Early Career teacher? | |
| What strategies can teachers employ to ensure behaviour for learning is good in lessons? | | | | | | | |  | | | How can film be deployed in History lessons to enhance learning and understanding? | |
|  | | | | | | | |  | | | Which research and reading will help inform your pedagogy and classroom practice for your ECT year? | |
| **U1/P1: Establishing foundations, developing skills, growing educational awareness** | | | | | | | | | | | | |
| The table below shows what the History curriculum’s intentions are for trainees to learn in U1 and P1. This highlights what we consider is important for History trainees to learn and to have skills in. The second column explains how and where this intention will be implemented using overarching key questions which will be referred to in U1 subject sessions. It is important to remember that trainees will see our intentions also implemented in their P1 schools. For example, we want trainees to understand why History is important, this will be taught in U1 sessions but will inevitably be referred to in school History department discussions too. The final column refers to the impact or observable actions we wish our curriculum to have on the trainee and the pupils they teach. Evidence of impact is recorded in the trainees RoAD, which incorporates lesson observations and weekly mentor meetings. | | | | | | | | | | | | |
| **Overview of curriculum links between University sessions and Placement (U1/P1).** | | | | | | | | | | | | |
| **What is the intention of the History curriculum in U1/P1** | | | | | | **How is the intention implemented in History University sessions in U1?** | | | **What should trainees be achieving in P1 to show impact in their History teaching, therefore making use of U1/P1 learning?** | | | |
| **The overarching intention for U1/ P1 PGCE History trainees is to begin to develop their classroom practice and identity, and develop an awareness of important issues relating to planning and teaching, pedagogy, assessment, curriculum and conceptual understanding.**  **PGCE History trainees will learn about the above through focused University sessions, and also, as placement progresses, through the observation of colleagues, and through their initial teaching experiences and observation of their teaching. Through teaching, observation and discussion, trainees will begin the process of becoming reflective practitioners.**  Trainees should appreciate the value of school History and begin to demonstrate this to their students. They will be able to identify in planning and practice how committed History teachers can make the subject relevant and engaging to pupils.  They will understand how substantive and disciplinary concepts are fundamental to planning enquiries and helping students to understand and make sense of the past.  They will know how a History curriculum can constructed, and how enquiry questions allow History teachers to plan individual lessons as well as bigger, overarching historical enquiries.  They will start planning well-sequenced History lessons, using a range of pedagogical approaches covered in university sessions or observed within placement.  They will gain an understanding of representative History and develop a set of questions to ask of a History curriculum  The will begin to understand that pupils’ historical understanding and knowledge can be assessed in man different ways through formative and summative assessment  They will gain an awareness of the factors that can inhibit progress in History and understand some of the reasons students can struggle with the study of the past, and learn how teaching can be adapted to support different groups | | | | | | PGCE History trainees will have all experienced the following University sessions in U1.  The intentions listed in the left- hand column are covered in the session listed below. Trainees have experienced a range of input (lectures, seminars, readings, and practice activities) that fulfil the aims of each area of focus. PGCE History trainees will learn:  1] What is the importance of History as a school subject?  2] What are the key components of a good History lesson and how does the planning process work?  3] What is the importance of secure subject knowledge and how can subject knowledge be enhanced and developed?  4] What are the disciplinary concepts in History education?  What are the substantive concepts in History education?  5] How does a History teacher create enquiry questions and how do disciplinary and substantive concepts appear in enquiries?  6] How are curricula constructed and how are enquiry questions used to structure and shape a curriculum?  7] What is meant by curriculum sequencing and a ‘knowledge rich’ curriculum?  8] What is a representative History curriculum and which groups tend to be underrepresented in the school History curriculum?  9] What is pedagogy and what can History teachers and students do in their lessons?  10] How can History teachers assess their students and measure their progress?  11] What is adaptive teaching and how can History teachers ensure good outcomes for students of different abilities?  12] How can History teachers use sources and evidence in lessons?  13] Which topics in History are sensitive, contested and controversial and how should teachers approach these topics?  14] What is cognitive science and how can its strategies be used in History lessons?  15] How can History teachers embed and promote historical scholarship into lessons?  16] What strategies can teachers employ to ensure behaviour for learning is good in lessons?  17] What does a review of recent research suggest about how children learn? | | | PGCE History trainees should be able to demonstrate the following areas of impact:  Trainees should be able to join their department teams and have an awareness of key responsibilities and roles within the department, observing lessons, noting good examples of pedagogy and practice, attending CPD and critically appraising existing scheme so forks and curriculum plans.  Trainees should be able to plan lesson that are framed by an enquiry question. Substantive and disciplinary concepts should be visible within lesson plans. Lesson activities, including assessment, should be accompanied by a clear rationale within the lesson plan.  Trainees should be able to use a range of different activities within their lessons and judge their impact critically thorough discussion with mentors, tutors and through self-evaluation.  Trainees should show an awareness of key vocabulary and substantive concepts and identify this within lesson plans and be able to explain the meaning and context accurately to their students.  Trainees should take steps to enhance their subject knowledge before and during placement and discuss their evolving knowledge at regular junctures on placement with both mentors and tutor, using the auditing tools and recording progress on the Progress Matrix  Trainees should be able to identify examples of pupil work [written or verbal] that illustrate whether progress has been made or not and formulate a plan for future teaching where progress is limited.  Trainees should demonstrate an awareness of topics that are sensitive, contested and controversial and choose source material judiciously and sensitively, consulting their mentor and tutor.  Trainees should an awareness of students with different needs, such as SEND, EAL and higher/lower ability within their lesson plans, and implement some strategies responding to the needs of these students within lessons | | | |
| **Curriculum links between U1 and P1- for each area of the UoM Curriculum** | | | | | | | | | | | | |
| The table below shows in more detail how the University of Manchester PGCE Secondary Partnership Curriculum runs through the History Curriculum. It shows how the Core Areas of the UoM curriculum are reflected in PGCE History intentions, implementation and impacts during a trainee’s training year. In order to prepare trainees for more practical elements of pedagogy, Intensive Teacher and Practice days are highlighted. You should refer to the PGCE Curriculum Handbook for more information regarding the UoM curriculum as a whole. This table is arranged in order of the sections of the UoM curriculum, not in the order in which trainees will experience it. Evidence of impact is recorded in the trainee’s RoAD, which incorporates lesson observations and weekly subject mentor meetings. | | | | | | | | | | | | |
| **Overarching Intention of our UoM curriculum for U1/P1 – Standard across all subjects** | | | **Link to UoM History intention U1/P1.**  It is our intention that trainees in History: | **How is this addressed in History University 1 (U1)?**  These intentions will be realised as History trainees address the following History key questions, and through related Intensive Teacher and Practice (ITAP) days. | | | | | | | | **How is impact developed in History Placement 1 (P1)?**  The impact of the curriculum will be developed as the History trainee critically engages with the key questions and ITAP themes in the context of their placement 2 school or college. |
| **Core Area 1. Teacher Expectations and behaviour for learning**  **1.1.1 Communicate a belief in the academic potential of all pupils** | | | understand what makes an effective History lesson and what makes a great History teacher  understand how classroom routines and classroom management can support pupil learning  understand what it means to make progress in History  understand that teaching can be adapted to support all pupils make good progress in history lessons, and that different factors inhibit progress | How can History teachers assess their students and measure their progress?  What is adaptive teaching and how can History teachers ensure good outcomes for students of different abilities?  (ITAP)With your groups, work through the sets of scenarios based on different behaviour for learning situations that could arise. Formulate a plan of action for each scenario and present back to the group on, what to do [teacher response to scenario]and what to avoid doing  Following this you will complete a reading activity and explore different types of behaviours and their root causes.  Trainees include adaptations on all practice lesson plans and demonstrate awareness of contextual needs of learners on lesson plans | | | | | | | | Trainees to indicate assessment strategies on all lesson plans during P1, with rationale for strategies.  With mentors, trainees focus on questioning types and distribution, with mentors monitoring the ratio of respondents to questions in lessons  Trainees to include contextual information of learner needs in all lesson plans on P1.  Trainees to provide strategies for students highlighted in lesson plans and discuss during lesson feedback  (ITAP)Together with an expert colleague:  Read and annotate or discuss the school behaviour policy and discuss it with colleagues.  Practise applying clear routines at the start and end of lessons, reflect, and seek feedback.  Trainees understand how lessons support pupils to persevere and learn from mistakes |
| **1.2.1 Establish effective routines and expectations**  **1.2.2 Develop a positive, predictable and safe environment for pupils** | | | understand how classroom routines and classroom management can support pupil learning  understand that balancing praise, reward and sanction is impactful  understand how paired and collaborative work can generate a good climate for learning | (ITAP) Reflect on the day of observation you experienced at Wellington School and consider the different strategies and routines that the different teachers used with their classes, considering rewards and sanctions, use of the school behaviour code, praise and reward,  seating plans, classroom layout, teachers’ use of language, non-verbal prompts  Trainees respond to a range of scenarios and formulate action plans, presenting to peers and role-playing responses  (ITAP) EPS workshop to deconstruct key features of behaviour for learning and reflect on their application in classrooms  Behaviour for learning audit introduced.  Work in mixed subject groups to plan and enact specific behaviour for learning strategies (role play in small groups) with peer/EPS tutor feedback.  (ITAP) You will be asked to reflect on your first days of induction in your P1 school and to consider what you have learned about:  -The schools’ behaviour policy  -Pupil behaviour inside and outside the classroom  You will present your findings to the group and create a personalised plan of action for behaviour management on Placement 1, considering issues such as: Sanctions, warnings and reminders, use of the school behaviour code, praise and reward, seating plans, classroom layout | | | | | | | | Focus for early observations on routines and transitions between activities. Trainees able to identify where routines, sanctions and praise and reward have impact and reflect on adjustments.  (ITAP) Observe how expert colleagues:  - Communicate high expectations to pupils verbally and non-verbally.  - Apply clear routines at the start and end of their lessons  Together with an expert colleague:  - Read and annotate the school Behaviour policy and discuss it with colleagues.  - Practise applying clear routines at the start and end of lessons, reflect, and seek feedback  Experiment with seating plan and make adjustments autonomously, experimenting with different classroom formations and layouts  Trainees and mentors discuss pupils as individuals and action plan for developing trusting relationships  Trainees and mentors discuss and plan effective routines to establish, with regular appraisal of how far pupils are consistently following these  Trainees consistently employ sanctions and rewards in line with the school policy |
| **Core Area 2. Subject and curriculum knowledge, plan and teach good lessons**  **2.1 Develop pupils’ ability to express themselves confidently verbally and in writing, and develop students’ reading skills** | | | learn that developing a historical lexicon is essential and that this helps with conceptual understanding  understand what substantive and disciplinary concepts are in History education and how these can be explained to students  learn how scaffolding and modelling for talking and writing can support students with historical reasoning | What are the disciplinary concepts and substantive concepts in History education?  Trainees will learn what the disciplinary concepts are and how they are presented in enquiry questions and explore commonly encountered substantive concepts at KS3. Trainees will plan and present a series of enquiry questions with accompanying lesson plans to peers  (ITAP) Over the course of the first week, you will all be required to prepare and complete two micro teaching tasks. You will plan and teach the activities [micro teach] to a group of peers. The activity will be based on an area of your own subject knowledge, and a source, which you feel confident discussing.  Reflect critically on teaching and learning to identify how effective strategies can be applied to practice. This may include elements of rehearsing setting pupil work, writing objectives, modelling work, allowing processing time and reflecting on delivery. | | | | | | | | Trainees to frame all lessons with an enquiry question and identify the key substantive and disciplinary concepts within lesson plans.  Pupils given opportunities to make connections with wider subject knowledge  Trainees understand that subject knowledge incrementally and sufficiently developed during lessons and are you begin to think about this across a sequence  (ITAP) Observe how expert colleagues:  - Introduce and launch activities with a class.  Together with an expert colleague:  - Teach a short episode, setting pupils a task, including modelling.  - Reflect and seek feedback.  Trainees, working with mentors, will explore opportunities for structured discussion and group work in lessons and experiment with the use of scaffolds such as PEEL paragraphs  Trainees to use one of the scaffolds for judging historical significance and reflect on quality of student work  Trainees begin to consider planning to equip pupils with the correct language to describe their historical thinking  Lessons begin to build in opportunities for pupils to write in specifically historical ways |
| **2.2 Anticipate, identify and address misconceptions** | | | understand that pupils have different ideas about the past and require support constructing these ideas, and that anachronisms are common | What are the key components of a good History lesson and how does the planning process work?  Trainees will outline core concepts and language in all lesson planning activities and highlight likely misconceptions | | | | | | | | Trainees will work with mentors and tutor to identify key misconceptions and formulate a plan for explaining relevant substantive concepts to students  Trainees to indicate key terms and concepts on all lesson plans and ensure that language is explained and contextualized in lesson resources  Trainees start to identify pupils’ substantive and disciplinary misconceptions and then address these in their teaching |
| **2.3 Help pupils apply knowledge and skills to other contexts** | | | understand that the study of History has many transferable skills and that History is well placed to support other curriculum subjects | What is the importance of History as a school subject?  Trainees will create a presentation on the importance of History in the curriculum and will develop a rationale for its role in supporting students beyond school. | | | | | | | | Trainees will ensure that all lesson plans contain a rationale for the relevance and importance of the enquiry and communicate this to students, linking it to the ‘big picture’ |
| **Core Area 3. Planning and Teaching**  **3.1.1 Plan effective and well-resourced lessons** | | | be aware of the key components and processes to consider when planning a lesson  understand the importance of the above in planning historical enquiries, using enquiry questions  gain an awareness of curriculum planning and to understand the importance of sequencing lessons coherently | What are the key components of a good History lesson and how does the planning process work?  (ITAP) You will engage with a seminar based around curriculum, exploring the premise for a curriculum and the different ways teachers can approach curriculum planning. You will then, with guidance, work in groups to develop a KS3 History curriculum, providing justifications for your choices and presenting your curriculum plans back to the whole group. You will discuss your subsidiary and overarching enquiry questions and foci and consider issues such as representation and diversity in the curriculum  (ITAP) Trainees will engage in a seminar focusing on concepts in the History classroom and will complete relevant readings, before considering the specific challenges and misconceptions that the different disciplinary and substantive concepts present Trainees will work in groups to create valid and challenging lesson titles and enquiry questions which incorporate the disciplinary and substantive concepts. They will create and overarching enquiry question under which sit a number of subsidiary enquiry questions  (ITAP) Trainees to engage is seminar and reading tasks focusing on cognitive science and its application in the History classroom, covering issues such as working memory, the fundamentals of cognitive science, spaced learning, interleaving, retrieval practice, managing cognitive load, working with schemas and dual coding  Trainees will then read the EEF report on Cognitive Science and in groups will deliver presentations summarising the report.  Following this they will real Fordham’s paper on cognitive science in History and identify challenges and opportunities for their own practice | | | | | | | | Trainees to observe best practice within department during induction phase and complete focused observations.  (ITAP) Observe expert colleagues  Talking about the history curriculum and explaining the rationale and considerations for the inclusion of different topics  Together with an expert colleague  Discuss your own subject knowledge strengths and areas for development and formulate a plan of action for subject knowledge development  Trainees able to identify suitable lesson aims and outcomes, with discussion and reflection to follow in lesson evaluations and through discussion with mentor/tutors.  (ITAP) Observe expert colleagues  Talking about the different conceptual foci within their curriculum and how these are taught and assessed  Together with an expert colleague  Plan and review a lesson featuring distinctive disciplinary and substantive concept  (ITAP) Discuss with expert colleagues where and how cognitive science strategies are evident in the history curriculum and whole school protocols for lesson delivery [eg retrieval practice]  With an expert colleague  Adapt between 2-3 lessons from an existing unit and ensure that strategies from cognitive science are present, reviewing and discussing the impact after the lesson  Trainees able to plan and deliver short-term sequence of 3 lessons autonomously, with enquiry focus for each lesson as well as an over-arching enquiry question.  Trainees and mentor discuss the rationale behind the Enquiry Question – is it well conceived? Is it clear why this topic is being taught at this point and in this way? |
| **3.2.1 Manage cognitive load through planning** | | | learn how to manage setting lesson objectives and outcomes suitable for age and stage. They will learn how to plan activities that keeps pupils engaged and participating and continually monitor progression. | What is cognitive History and how can its strategies be integrated into lessons to support students?  Through analysis of schemes of work, trainees reflect on what is being taught and how the activities of most importance are managed. How is new information being introduced, in stages or modelled to make sure pupils do not face overload?  (ITAP) Subject-specific introduction to theories of learning, including engaging with a programme-wide introductory video. Together with opportunities to reflect on the power of theories of learning in creating effective learning strategies. Deconstruct key features of theories of learning. Plan an episode of a lesson based on one specific theory of learning, discuss with peers and subject tutor and receive feedback.  (ITAP) Trainees will take part in a seminar and be introduced to the nation of causal reasoning, before reading Arthur Chapman’s seminal ‘Camels, Diamonds and Counterfactuals’ and exploring his model for causal reasoning. Trainees will then watch a video of the model in action and discuss as a group. Trainees will then adapt the ‘Alphonse the Camel’ model and create their own lesson in pairs based on another multicausal historical event. They will present their lesson to the group and take part in critical reflection | | | | | | | | Practice designing and delivering activities such as starter or hook, plenary or final assessment activities, with the aim of managing cognitive load, and receive feedback on this. How do you recognise that the activity is well-pitched and manageable and what does assessment of pupils suggest?  (ITAP) Observe expert colleagues:  - Teach different phases of a lesson, then together discuss these in relation to learning theories.  Together with an expert colleague:  - Practice designing and delivering activities such as starter or plenary, with the aim of managing cognitive load, and receive feedback on this  Trainees begin to check for understanding so that they can identify pupils who need additional support or additional opportunities in lessons  (ITAP) Discuss with expert colleagues where and how causation enquiries appear in the KS3 History curriculum and what activities are used to assess them  With an expert colleague  From scratch, plan a causation lessons based on an existing unit and ensure that you use some of the strategies and ideas covered in University |
| **3.2.2 Create opportunities for learning through interaction and regular practice** | | | understand that spaced and deliberate practice helps history students improve    understand that collaborative learning and discussion can help students made sense of the past | How can History teachers assess their students and measure their progress?  Trainees will learn a variety of formative assessment strategies and outcomes and use examples and strategies from literature to plan assessment activities in their lessons  What is pedagogy and what can History teachers do in their lessons?  Trainees periodically present best activities at University of conduct micro teaching demonstrations to peers on AfL  (ITAP) Trainees will take part in a seminar and be introduced to the different ways in which students can be supported with making judgments on the historical significance of events, innovations and individuals from the past. They will then take part in a debate activity in which they make a case for a significant event or individual. Trainees will now explore a range of established frameworks from Counsell, Phillips ect and will choose one. Individually, they will complete a lesson planning episode and show how this framework will support students’ reasoning on significance. | | | | | | | | Trainees to mark KS3 assessments and to reflect on the impact of practice with mentors during lesson feedback and mentor meetings  Trainees will attend GCSE mock moderation meetings and observe how teachers ‘teach’ specific question types at KS4 and KS5  Trainees plan teach a series of three lessons for the TLA assignment, using strategies connected to relevant learning theory, and annotate lesson plans indicating the rationale for choice of activity  (ITAP) Discuss with expert colleagues where and how significance enquiries appear in the KS3 History curriculum and what activities are used to assess them  With an expert colleague  From scratch, plan a significance lesson based on an existing unit and ensure that you use some of the strategies, frameworks and ideas covered in University |
| **3.3.1 Develop an understanding of different pupil strengths and needs** | | | understand that teaching can be adapted to support all pupils make good progress in history lessons, and that different factors inhibit progress  be aware of issues relating to SEND and understand how to follow and implement school policy  learn strategies that help different students access the task and topic | What is adaptive teaching and how can History teachers ensure good outcomes for students of different abilities?  Trainees will learn a range of strategies [questioning, seating, scaffolding] to support learners with specific characteristics and explore the SEND code of practice, considering its implications for their classroom teaching. They will consider how tasks can be adapted to meet the needs and abilities of pupils  (ITAP) EPS workshop to deconstruct key features of adaptive teaching, including case studies of pupils with SEND. Use suggested adaptations in Quality-First teaching for the four areas of SEND, to adapt and annotate a lesson plan for one of the case studies; share and receive feedback  (ITAP) Trainees will engage with an introductory seminar on adaptive teaching and explore the change in nomenclature, thinking and research in this area. They will consider the breadth and scope of different learner profiles in a class and link this to their learning in EPS seminars, also considering the history specific issues relating to adaptive teaching  Trainees will use anonymised student data and will work in groups to identify key learner issues and needs within a variety of KS3-KS4 classes, formulating a plan of action for the group before looking at how to support key individuals. They will then create a seating plan for the group based on a scrutiny of the data and group discussion | | | | | | | | Trainees able to use class data to implement specific adaptations, which they will include in lesson plans.  Observe teaching in practice and refer to any class data about pupil needs or requirements. How do pupils indicate the support they need? How does the teacher plan, respond or react to this?  (ITAP) Observe how expert colleagues:  - Support pupils effectively through eg. classroom environment, routines,  Together with an expert colleague:  - Identify specific needs of individual pupils from class lists and discuss effective strategies.  - Read and annotate the school SEND policy and speak with the SENDCo.  - Complete the SEND and Disadvantage Independent Study Pack (ISP).  Plan and deliver an activity which is clearly adapted to the needs of the class or specific pupils. Refer to strategies delivered in subject sessions.  Trainees use strategies to scaffold pupils learning and consider ‘desirable difficulties’ in their planning, and whether this the same for all the pupils in their class?  Trainees and mentors discuss how to check for understanding so that they can identify pupils who need additional support or additional opportunities in lessons |
| **Core Area 4. Assessment**  **4.1 Check prior knowledge and understanding during lessons** | | | understand what it means to make progress in History  understand that pupils’ historical understanding can be assessed in many ways | How can History teachers assess their students and measure their progress?  Trainees to embed plans for formative assessment within all teaching episodes and lesson planning activities and make these explicit.  Trainees will take part in regular micro teaching sessions on formative assessment and showcase activities and strategies  Trainees design a short activity such as to establish what pupils know and to ascertain any gaps in knowledge [eg retrieval starter]  (ITAP) Engage with an introduction to assessment for learning, including the importance of establishing what prior knowledge pupils have, highlighting the importance of questioning and listening carefully to pupil's responses. Design a (short) assessment activity to establish what pupils know and to ascertain any gaps in knowledge. Consider questions you can pose to develop understanding further. Rehearse this activity with your cohort. | | | | | | | | Trainees will collate examples of pupil work on their RoAD folders and for the TLA assignment.  They will respond the feedback in the ‘assessment’ section on lesson observation feedback and address formative assessment targets and strategies.  All lesson plans and resources will situate the ‘big picture’, recap on connected prior learning, and contain formative assessment checks in the form of starters, main and plenary activities  (ITAP) Observe expert colleagues:  - using questions or other forms of assessment to establish what pupils already know.  Together with an expert colleague:  - plan an assessment activity, record some responses from pupils, and reflect on the outcome of the activity, receiving expert feedback.  Whole class assessment strategies: trainees and mentors discuss and plan how to check the understanding of all pupils and how to use hinge questions to help you know whether to move on |
| **4.2 Use assessment to inform decisions and to challenge assumptions about young people** | | | have knowledge of a range promising formative assessment strategies  understand that data can be used to inform lesson and curriculum planning | What is adaptive teaching and how can History teachers ensure good outcomes for students of different abilities?  Trainees to take part in data handling activity, using anonymized class data to identify student needs and characteristics and plan a lesson based on this  Trainees will explore whole class feedback strategies for formative assessment and complete readings  Seminar focusing on summative and formative assessment strategies in the History classroom to be followed by an activity in which trainees select assessment strategies from a list and appraise how valid they are. Reading tasks on the topic of assessment in History followed by group discussion  (ITAP) Trainees to work in groups to design a series of formative and summative assessment activities, which they will then display and discuss. Trainees to use questioning matrices to develop set of tiered questions based on a source  (ITAP) Introductory seminar on marking and assessment from tutor, followed by seminar from Nicola Barthorpe on how marking and questioning can be used to develop historical thinking across the key stages. Trainees will then take part in a ‘live’ marking activity and explore high and low value comments and questions within marking.  Trainees will add to their portfolio of assessment examples in the RoAD and present to their peers at University, drawing on specific examples and explaining how they illustrate pupil progress | | | | | | | | Trainees will compare results from summative assessments with existing data on students and discuss with mentors how far progress has been achieved  Trainees will plan and deliver a lesson based on common gaps or misconceptions evident within a prior lesson or assessment task  (ITAP) Observe how expert colleagues:  - Deepen students’ understanding by using effective questioning.  Together with an expert colleague:  - Trainees to embed plans for assessment for learning within their teaching and lesson planning and make these explicit in the various stages of the lesson, whilst reflecting and seeking feedback.  Questioning phases move beyond simple recall of substantive knowledge towards making connections between knowledge and ‘world building’ for pupils  (ITAP) Observe expert colleagues:  - using questions or other forms of assessment to establish what pupils already know.  Together with an expert colleague:  - plan an assessment activity, record some responses from pupils, and reflect on the outcome of the activity, receiving expert feedback.  Trainees ensure pupils participate in questioning and class discussion opportunities  Trainees to collate portfolio of examples of pupil work for inclusion in RoAD folder and subsequent discussion with tutor and mentor |
| **Core Area 5. Professional behaviours**  **5.1 Develop as a professional through critical, reflective practice, including reading**  **5.2 Build effective working relationships to support teamwork and professional learning** | | | understand what constitutes professionalism in the school context and engage discussion around a variety of scenarios  reflect systematically on progress towards the Teachers’ Standards including Part 2  engage in professional development and training  display collegiality when on | Trainees will be presented with a range of scenarios based on professional conduct present to peers on how to resolve each situation  Trainees will periodically reflect on professionalism within the Progress Matrix and discuss at University during tutorials throughout U1  Trainees join Historical Association and collate resources for subject knowledge acquisition and pedagogy. | | | | | | | | Trainees to plan collaboratively with staff on placement  Trainees will attend school CPD and ITT cluster sessions  Trainees to take on pastoral duties and support a form group during P1, making contact with parents where appropriate  Trainees to attend Parents’ evening and shadow mentor or pastoral staff |
| **U2/P2: Deepening understanding and impact on learning, developing agency** | | | | | | | | | | | | | |
| The table below shows the History curriculum intentions for trainees during U2 and P2. This provides a contrasting school or college experience and a greater focus on themes including adapting teaching, assessment, job seeking and equality, diversity and inclusion in their teaching subject. As the placement progresses, trainees develop planning with a focus on the medium term and use this to develop understanding of curriculum design in History.  This table below highlights what we consider important for History trainees to learn and develop. The second column explains how and where this intention will be implemented using overarching key questions which form the context for U2 subject sessions. Trainees will also see our intentions implemented in their P2 placement. For example, we want trainees to understand in greater depth how students learn History and how all students can make progress. These themes delivered in U2 university sessions are supported by mentors and supplemented through department CPD and meetings. The final column refers to the impact or observable actions we wish our curriculum to have on the skills and knowledge of the trainee and the students they teach. Evidence of impact is recorded in the RoAD, which incorporates lesson observations and weekly mentor meetings. | | | | | | | | | | | | | |
| **Overview of curriculum links between University sessions and Placement (U2/P2).** | | | | | | | | | | | | | |
| **What is the intention of the History curriculum in U2/P2** | | | | | **How is the intention implemented in History University sessions in U2?** | | | | | **What should trainees be achieving in P2 to show impact in their History teaching, therefore making use of U2/P2 learning?** | | | |
| The overarching intention for U2/ P2 PGCE History trainees is to start appreciating what teaching school History means in a contrasting placement and gaining greater awareness of equality, diversity and inclusion. The intention is also to continue to develop and embed elements of their History practice developed in U1/P1, with a close focus on planning, pedagogy, subject knowledge and assessment.  Trainees will build upon U1/P1 experience by planning, teaching and evaluating a greater number of lessons in U2/P2. Their teaching of History will be more sophisticated and will contain a greater breadth of strategies, taking into account the different abilities and needs of pupils  They will plan History lessons which are more inclusive and better adapted to the needs of their pupils.  Trainees will plan with increasing autonomy and will involve themselves more fully in the life of the History departments and take greater role in extracurricular activities outside of the classroom.  Trainees take on more autonomy and are more effective in using research and other literature to support their thinking and practice in History specific planning and pedagogy. | | | | | History trainees will all experience the following University sessions in U2.  This explicitly delivers our PGCE History intention for P2 Trainees experience a range of input, lectures, seminars, readings, and practice activities that fulfil the aims of each area of focus. U2 focus questions are:  1] What are the requirements and content for KS4 History and how can History teachers develop their knowledge and pedagogy for GCSE?  2] How can archives be used to develop representative curriculum planning, and how can sources and evidence be used to drive lesson planning?  3] How can marginalized histories, such as LGBT History be made visible in the school curriculum?  4] What are the requirements and key considerations for teaching A- level History and how can History teachers develop their knowledge and pedagogy?  5] How can historical scholarship be used to drive curriculum planning and how can we support students with historical interpretations?  6] How can specialist subject bodies support your teaching and students’ learning?  7] What does a good curriculum for Holocaust education at KS3 look like?  8] How can formative assessment be used to inform the teacher and to ensure that learning and understanding are made visible?  9] What does it mean to diversify a curriculum and what does a decolonized History curriculum look like?  10] What can History teachers do to support students with causal reasoning?  11] How can History teachers support students with judging historical significance?  12] Which strategies from cognitive History are impactful in the history classroom and how can they be embedded into lesson and curriculum plans?  13] What experience, skills and attributes are necessary for success in securing a first appointment?  14] How can subject associations, external bodies and social media be used to identify good practice and support professional development?  15] What can History teachers do to make women more visible in the curriculum?  16] How can marking and feedback be used to ensure better pupil outcomes?  17] How can we support students with change and continuity, and judging similarity and difference? | | | | | PGCE History trainees should be able to demonstrate the following areas of impact:  Trainees should now have a sound understanding of what it means to be a member of teaching staff in a History department, understand good professional etiquette and the value of collegiality, and understand the value of CPD and department meetings  All PGCE History trainees should be able to identify good practice of experienced History teachers and reflect on their observation in the light of the core focus questions from U2, therefore effectively deepening their understanding of school History  They should have access to KS3, KS4 and A level schemes of work, and be competently planning more original lessons. They are effective in planning whole lessons considering focus areas from U2, such as how History teaching can be more inclusive.  Trainees’ lessons should now demonstrate good understanding of disciplinary and substantive concepts, built around appropriate enquiry questions  Lessons should be planned to facilitate good progression through effective adaptive teaching, drawing on a variety of strategies, such as modelling and scaffolding, to support learners  Trainees will begin to select appropriate source and evidence from digital and physical archives where possible and focus on developing representative local enquiries  Trainees in placement will be expected to have an awareness of how pupils are making progress in History and clearly communicate this to students.  Trainees will ensure that relevant disciplinary concepts are evident and signposted in all lessons and will experiment with frameworks for the teaching of causation and significance enquiries  Trainees will take into account cognitive load use of retrieval practice support pupils to ‘world build’ and inform new substantive knowledge  Trainees will ensure that pupils engage with historical scholarship in lessons and choose relevant and accessible examples  Trainees should be able to plan sequences of 3-4 lessons autonomously and connect these lessons to an overarching enquiry question  Trainees will take into account representation and diversity in all lessons and will look for opportunities to integrate marginalized narratives and case studies into lessons  Trainees should regularly embed formative assessment strategies in lessons and complete checks thorough hinge questioning and a variety of other whole class assessment approaches  Trainees will make use of professional communities such as the Historical Association and Twitter to collect resources and ideas and implement them into their lesson planning  Trainees will take ownership of marking as appropriate and provide students with constructive feedback on summative assessments | | | |
| **Curriculum links between U2 and P2 - for each area of the UoM Curriculum** | | | | | | | | | | | | | |
| **Overarching Intention of our UoM curriculum for U2/P2 – Standard across all subjects** | **Link to UoM History intention U2/P2**.  It is our intention that trainees in History: | | | **How is this addressed in History University 2 (U2)?**  These intentions will be realised as History trainees address the following key questions, and through related Intensive Teacher and Practice (ITAP) days. | | | | | **How is impact developed in History Placement 2 (P2)?**  The impact of the curriculum will be developed as the History trainee critically engages with the key questions and ITAP themes in the context of their placement 2 school or college. | | | | |
| **Core Area 1. Teacher Expectations**  **1.1.2 Demonstrate consistently high expectations of attitudes, values, behaviour and progress** | PGCE History trainees will plan lessons using objectives and outcomes that lead to progression in lessons, and over time. Lessons will be inclusive in content and material.  High expectations are used to plan engaging activities that encourage learning and keenness to progress in History  Trainees have high expectations of behavior and attitude | | | How can History teachers use formative assessment with their students and measure their progress?  PGCE History trainees will complete lesson planning episodes at UoM and present to their peers on how they intend to challenge students and develop their historical thinking and understanding, with a focus on whole class assessment strategies  Trainees plan and present lessons to peers, outlining assessment strategies  Revisiting routines for learning and setting high behavioural expectations  PGCE trainees to present their expectations and list of routines to peers and tutor and outline their approach for P2 | | | | | **Consistent High Expectations**  During induction phase on P2, trainees make time to observe experienced History teachers who set high expectations in their planning and teaching. They then practice and review these activities over the contrasting school placement in their own History classes.  Trainees and mentors plan and discuss ‘teacher explanations’ to support pupils to access complex concepts e.g., that revolution has many different layers of meaning in different periods and historical contexts  Trainees reflect on the methods used to ensure all pupils know they are expected to participate positively in their historical learning | | | | |
| **1.2.3 Build strong pedagogical relationships with young people** | PGCE History trainees will be able to build trust with their pupils, follow relevant schemes of work and specification content, plan engaging and inclusive episodes of teaching so that positive relationships are built over time. Trainees will develop credibility as experts with their classes over time | | | Revisiting the subject knowledge audit and the audit of History teaching knowledge. Trainees will complete pre and post placement subject knowledge audits and review their growing understanding of pedagogy through the Progress Matrix  Trainees in University sessions will continue to expand their methods of teaching for pupils. For example, they will understand how to correct pupils' misconceptions through having secure subject knowledge and effective teaching approaches which are evaluated. Trainees will observe, model, rehearse and practice their planning | | | | | Trainees and mentors discuss pedagogy on weekly basis during mentor meeting and assess the impact of different teaching strategies  Trainees reflect regularly on the ratio of active participants in their teaching and make a note of the proportion of students who are asking and answering questions  Trainees able to articulate the reasons/rationale for different pedagogical approaches when in observation feedback sessions | | | | |
| **1.2.4 Support pupils to develop effective behaviour for learning, including metacognitive strategies** | PGCE History trainees will exhibit high expectations of themselves and the pupils they teach. They will use a range of good behaviour policies and reflect on their usefulness and adapt practice. They will use a range of metacognitive strategies to support pupils in their learning, for example modelling worked examples. | | | How do teachers set and maintain high behavioural expectations?  Trainees will revisit their non- negotiables and explore what positive ‘learning behaviours look like in History lessons. They will be encouraged to think beyond simple compliance and consider the means by which enquiry and curiosity can be encouraged through planning, task design and source selection | | | | | History trainees in contrasting school experience can now observe how positive relationships and effective behaviour management is used in a new context.  Trainees and mentors discuss routines they have established for their classroom and the extent to which pupils consistently follow these  Trainees and mentors discuss how to anticipate and manage pupil behaviour challenges and create action plans for specific students.  Trainees now using strategic seating plans, least intrusive interventions, non-verbal signals, in order to uphold consistent expectations | | | | |
| **Core Area 2. Subject and curriculum knowledge**  **2.4 Deliver a carefully sequenced and coherent curriculum** | PGCE History trainees will use guidance from subject bodies, mentors and literature to plan lessons that build understanding, knowledge and depth in coherent way, understanding what ‘getting’ better in subject means in History, regarding a lesson or unit of work. | | | How are History curricula constructed and sequenced?  Trainees will review a variety of schemes of work and consider the benefits and challenges of thematic approaches. They will recognize that History needs to be remembered over time, concepts are repeated over time, they will design activities that build strategies that recall knowledge like quick quizzes. These recall activities build over time with greater complexity.  Trainees will review and devise formative and summative assessment strategies that check the intended curriculum outcomes have been met and check how secure the pupils’ knowledge is. Strategies used will include questioning, group work, extended writing tasks, self and peer assessment. | | | | | At the beginning of contrasting school placements trainees should review schemes of work and subject specifications. They should pay attention to how long-term plans are developed into lessons over key stages. They should pay attention to the idea of progress in History and question how pupils are getting better at History in their contrasting placement.  Trainees and mentors discuss how subject knowledge can be incrementally and sufficiently developed during lessons and across a sequence, in preparation for presenting lesson plans to tutor and discussing during tutorial  Trainee and mentor discuss and plan what ‘fingertip’ knowledge the pupils require and what ‘hinterland’ knowledge will be required over the course of a short, autonomously planned sequence of lessons | | | | |
| **2.5 Support pupils to think critically and challenge them to construct a deeper level of understanding and skills** | PGCE History trainees will plan lessons that use a variety of strategies that link to learning theories and subject specific pedagogies. They will use reflective strategies and assessment principles to question if progress has been made. They will plan using well established principles based on reading and department practice | | | How can historical scholarship be used to drive curriculum planning and how can we support students with historical interpretations?  What types of knowledge are there in History?  Trainees will explore types of historical knowledge and consider opportunities for planning lessons and activities centered on the work on historians, interpretations, and historiography  Trainees will use the audit of history teaching knowledge to engage in readings and research on types of knowledge | | | | | Trainees will ensure that pupils engage with historical scholarship in lessons and choose relevant and accessible examples, using strategies such as ‘source, story, scholarship’ to address narrative and historiography  During placements, trainees will plan lessons where they adapt activities for all pupils to make progress. They will foreground the use of pupil information to become aware of needs and use research-informed strategies for pupils to engage deeply with Historical learning.  Trainees able to articulate the difference between substantive, disciplinary, procedural and fingertip knowledge and to chart their progress with each using the Progress Matrix  Trainees’ lesson plans build in opportunities for pupils to write in specifically historical ways, and consider how to equip pupils with the correct language to describe their historical thinking  Trainees will ensure that relevant disciplinary concepts are evident and signposted in all lessons and will experiment with frameworks for the teaching of causation and significance enquiries | | | | |
| **Core Area 3. Planning and Teaching**  **3.1.3 Model processes, ideas and concepts effectively** | History trainees will show sound subject knowledge through the ability to model activities with their pupils. They will break down information into manageable sections carefully guiding pupils to achieve the lesson objectives. | | | Which strategies from cognitive History are impactful in the history classroom and how can they be embedded into lesson and curriculum plans?  Trainees will deepen their understanding of working memory and ways to avoid overloading this in their teaching.  How does a History teacher create enquiry questions and how do disciplinary and substantive concepts appear in enquiries?  Trainees will observe, rehearse, practice and review strategies that allow pupils to show what they have learnt using retrieval practice and spaced practice. Chunking must be used in teaching to encourage long term memory use as this reduces cognitive load.  Trainees will deliver presentations in groups on Concepts Day’ on one of the disciplinary concepts, completing a literature review and detailing challenges and strategies for teaching each | | | | | Trainees in History will observe experienced colleagues use modelling and scaffolding in practice. They will plan lessons and seek opportunities to rehearse and practice modelling and scaffolding in their teaching. For example, trainees will seek opportunities to model when teaching, and model exam answers with exam classes. Adaptive teaching for could use the templates and writing frames to support progress for all.  Trainee lesson plans contain detail on intentions for: scaffolding for students, learning through modelling/ explanations/ adapting explanations/ key technical/historical vocabulary  In feedback, mentors discuss questioning phases of the lesson and whether they have been carefully planned/ conceived to try and support pupils into historical thinking | | | | |
| **3.1.4 Stimulate pupil thinking and checking for understanding** | History trainees understand the importance of stimulating deeper thinking and reasoning, and make regular checks to ensure they are aware of what pupils know, think, and understand about the past | | | How can formative assessment be used to inform the teacher and to ensure that learning and understanding are made visible?  How can marking and feedback be used to ensure better pupil outcomes?  In all University centred lesson planning activities, trainees embed formative assessment checkpoints and identify key/hinge questions  What are the requirements and content for KS4 History and how can History teachers develop their knowledge and pedagogy for GCSE?  (ITAP )Trainees will take part in a seminar with a senior examiner for AQA/Edexcel and reflect and analyse the content before embarking on an enactment of their learning. Trainees will use past GCSE papers and pupil responses to take part in a grading exercise, and will explore the challenges posed by different question types, using the AQA and Edexcel specifications  They will then consider which types of classroom activities can best support KS4 students with the different question types and content  What are the requirements and key considerations for teaching A- level History and how can History teachers develop their knowledge and pedagogy?  (ITAP) Trainees will take part in a seminar with a senior examiner for AQA/Edexcel A- level and reflect and analyse the content before embarking on an enactment of their learning. Trainees will use past A Level papers and pupil responses to take part in a grading exercise, and will explore the challenges posed by different question types, using the AQA and Edexcel specifications .They will then consider which types of classroom activities can best support KS5 students with the different question types and content | | | | | Mentor and tutor discuss lesson plans with trainees and all lesson plans to contain information on how check for understanding  Trainees use evidence from the lesson to understand what all pupils have learnt such as: written work, responses, questions and quality of work  (ITAP) Observe expert colleagues  Teaching a GCSE lesson and make a list of the different strategies and activities they employ  With an expert colleague  Plan and teach a lesson or a sequence of lessons , employing some of the strategies and activities you have observed or researched  During Tutor observational visit, pupil work from books to be scrutinized and discussed by mentor, trainee and tutor  When planning is submitted to mentors, misconceptions are anticipated and discussed, planned for, recognized, explored and corrected  Trainees’ set homework tasks that are purposeful and approved by mentors and discussed with tutor  (ITAP) Observe expert colleagues  Teaching an A level lesson and make a list of the different strategies and activities they employ  With an expert colleague  Plan and teach a lesson or a sequence of A level lessons , employing some of the strategies and activities you have observed or researched | | | | |
| **3.2.3 Assess and build on pupils’ prior knowledge** | Trainees understand the importance of giving pupils opportunities to make connections with wider subject knowledge and understand that History teaching needs to include marginalized and global narratives  Trainees understand that subject knowledge develops incrementally and needs to be sufficiently developed during lessons  Trainees understand what ‘fingertip’ knowledge the pupils require and what ‘hinterland’ knowledge will be required to sense of the past | | | What can History teachers do to make women more visible in the curriculum?  (ITAP) Trainees will read the blog entry for PGCE History, along with two articles from Teaching History, to familiarise themselves with the key issues and challenges. They will then watch a recorded seminar from Jen Turner on how to ensure representation of Women in the History curriculum. Trainees will, with support, work in groups to create a curriculum overview for KS3, ensuring that womens’ stories are visible, using appropriate case studies in each lesson. Trainees will present their curriculum overviews and will receive feedback from tutor  Trainees will read and present on the Ofsted Research review for History and coherently explain what types of knowledge there are in History, and the attendant challenges for learners  (ITAP) Trainees will engage in a second seminar on cognitive science, this time exploring it in a subject specific context. They will critically appraise the body of evidence to support different activities in History lesson, watch a video on the HA website and complete a course on Rosenshine’s principles as preparation  Trainees will use a curriculum overview template to plot different points in an enquiry where strategies from cognitive science might be employed, discussing their choices within groups and appraising the benefits and potential shortcomings  Trainees will discuss the readings provided in groups and feed back on the content of the HA video | | | | | Trainees will be encouraged to use diverse case studies when teaching all historical periods, such as women, global majority [eg non -white] LGBT and disabled people. ‘Meanwhile, elsewhere’ activities used to promote understanding of global history  (ITAP) Discuss with expert colleagues where there are opportunities to include womens’ stories and put womens’ stories at the forefront of historical enquiries  With an expert colleague  Adapt between 2-3 lessons from an existing unit and ensure that women are the forefront of the enquiry and/or case studies  Trainees to deliver presentation to SLT and department as part of the Inclusive Educational Practice Assignment, with a focus on curriculum development for marginalized groups  Trainees use, where appropriate, used visual imagery in lessons and dual coding to help pupils to understand more of the period/ substantive theme  Trainees now routinely conducting AfL checks at the start and end of lessons to ensure they can gauge student understanding of the ‘big picture/overarching enquiry’  Trainees address chronology when introducing topics and, where appropriate, use displays and timelines to promote chorological understanding | | | | |
| **3.3.2 Provide opportunity for all pupils to experience success through task design and careful grouping** | PGCE History trainees will plan, teach and assess with inclusivity in mind. They will use a wide range of activities that develop participation and interest in the subject | | | Trainees complete Historical Association reading tasks around catering for SEND students in History teaching  Then will observe, rehearse and practice how modifications are made to History teaching practice. They will review writing that highlights the pupils that lack foundational knowledge then lack the ability to make progress. They will plan and rehearse making resources such as increased text size for pupils with visual impairment.  Trainees will explore the challenges EAL learners face when being taught History and develop glossaries and knowledge organizers to support such students  (ITAP) This seminar, run by CLAS, will provide context and explain the different issues and difficulties that EAL learners face. Trainees will engage in the seminar before being presented with a range of strategies and activities to support EAL learners in the History classroom. Trainees will adapt one or of the strategies and activities and create a lesson activity from a KS3 topic , explaining how the activity will help support EAL learners. They will then present their activity to the group and take part in a critical appraisal  . | | | | | Trainees in History in contrasting placement will observe, plan, practice and review the many ways lessons can be adapted for all pupils. This could be through resources, support and by adapting objectives of the lesson, and different modes of presentation  (ITAP) Observe expert colleagues:  - using a variety of questions, explanations, glossaries and technologies [and other strategies] to support EAL learners  Together with an expert colleague:  - plan an activity or lesson for a group with a high proportion of EAL students, record some responses from pupils, and reflect on the outcome of the activity, and discuss the efficacy of the lesson drawing on evidence from observations  Trainees and mentors discuss common misconceptions that can be anticipated during the planning phase (both substantive and disciplinary) and address these through careful explanation and questioning phases in lessons  Trainees effectively work with other colleagues, including SEND and support staff to support pupils in lessons, making plans for specific leaners and vulnerable groups clear in lesson plans  Specific adaptations for individual learners evident in lesson activities and resources with impact discussed during mentor and tutor observational feedback | | | | |
| **Core Area 4. Assessment**  **4.3 Provide high-quality, timely and formative feedback which pupils can act on** | PGCE History trainees will understand the value of formative feedback and understand how it can be used to shape and direct pupil’s historical understanding.  PGCE History trainees will follow schools' systems regarding assessment and feedback to pupils.. They will plan lessons following outcomes dictated by departmental plans and exam specifications. | | | How can formative assessment be used to inform the teacher and to ensure that learning and understanding are made visible?  Trainees will add to their portfolio of assessment examples in the RoAD and present to their peers at University, drawing on specific examples and explaining how they illustrate pupil progress | | | | | Tutors will continue to make note of assessment strategies during formal observations and trainees will reflect on the efficacy of different formative assessment strategies.  Plans for assessment and feedback clearly outlined in all lesson plans  PGCE History trainees in their contrasting school experience will now experience more teaching and therefore more responsibility for progress. Trainees will reflect on assessment weekly with mentors.  When giving pupils advice on how to improve pupil’s historical thinking, trainees moving away from generic comments and giving specific instructions and a recipe for improvement, targets which meaningfully guide them to improve in future work, with guidance from experienced staff and mentor  Trainees involved in moderation with colleagues to understand expected outcomes for summative assessment and GCSE /A level moderation | | | | |
| **4.4 Adopt marking practices which are effective and efficient** | History trainees will understand what summative and formative feedback means, use different strategies of assessment for example peer, self and teacher led. Working with subject mentor they will assess so that all pupils are able to use feedback comments to progress. | | | How can History teachers make marking manageable for you and impactful for pupils?  GCSE marking training with Chair of Examiners for AQA History  In University sessions trainees will come to understand that summative assessment is an important method by which teachers can judge the progress their students are making, whilst also applying a critical outlook on the value of different summative assessment tasks. They will come to see that summative assessment goes way beyond extended writing and can be employed in numerous creative ways. | | | | | PGCE History trainees in contrasting school experience with the support of mentors and experienced teachers become more focused on summative assessments or terminal exams and adequately prepare pupils for them by participation in moderation and by a study of the specification for GCSE and A level and the question types. Mentors will guide and support trainees in marking practice.  They will observe how teachers prepare pupils for exams and end of unit tests in History. In their teaching they will rehearse and practice of summative assessment, for example by marking and feedback on end of unit exams. They will learn to provide developmental feedback and encourage students to revisit tasks and make improvements. | | | | |
| **Core Area 5. Professional behaviours**  **5.3 Manage workload and wellbeing** | PGCE History trainees will develop strong organisational skills and learn to effectively prioritise tasks and will learn to make the planning process quicker and more efficient. | | | Managing workload: professional scenarios and responses  With the support of experienced visiting teachers and tutor, trainees will be presented with practical teaching advice from experienced teachers regarding organisation and workload management, for example using diaries and to-do lists and made aware of support services in the University. | | | | | PGCE History trainees in contrasting school experience will take part in all aspects of CPD in school, especially those that support the wellbeing of teachers. They will seek advice from mentors about work life balance, marking time scales. They will seek support from History networks. They will gradually develop organisational skills so that wellbeing and personal time can be enjoyed. | | | | |
| **5.4 Seek opportunities for effective collaboration with other professionals, and for collaborative enquiry** | PGCE History trainees will engage with the wider community of History teachers, through subject associations, and social media and scholarship  They will foster a collaborative and collegiate approach to curriculum planning within department. | | | How can subject associations, external bodies and social media be used to identify good practice and support professional development?  PGCE History trainees will be encouraged to join subject associations such as the Royal Historical Society and Historical Association. They will join networks and community spaces dedicated to teaching of the subject. They will be encouraged to pursue opportunities for conference and lecture activity in and beyond UoM | | | | | PGCE History trainees in contrasting school experience will take part in all aspects of CPD in school, especially those that support the wellbeing of teachers. Trainees in contrasting school experience will consider themselves to be a member of staff in their department. They will attend and contribute to departmental meetings and pursue initiatives, for example fieldwork opportunities. | | | | |
| **U3/P3: Deepening impact, enriching practice, establishing teacher identity** | | | | | | | | | | | | | |
| The section below shows the History curriculum intentions for trainees to learn in U3 and P3. U3 and P3 are positioned to provide trainees with an opportunity to return to Placement 1 schools and colleges, to use what they have learnt to deepen their teaching practice with an increased timetable. The focus for U3 and P3 is to support trainees in developing agency, impacting on practice, and developing curriculum building. In addition to this, adaptive teaching and engaging in educational research are also foci.U3 and P3 culminate with reflection on enrichment and enhancement, joining the profession [professional orientation and teacher identity] and a consideration of specific areas of practice and pedagogy that can be extended. Trainees have a greater focus on pupil voice and experience of school as their final academic assignment. The table below follows the same format as previous, showing overarching intention, History curriculum intention, how it is addressed in University (U3) and what the desired impact is for Placement 3 (P3). Evidence of impact is recorded in the RoAD, which incorporates lesson observations and weekly mentor meetings. | | | | | | | | | | | | | |
| **Overview of curriculum links between University sessions and Placement (U3/P3).** | | | | | | | | | | | | | |
| **What is the intention of the History curriculum in U3/P3** | | | | | | | **How is the intention implemented in History University sessions in U3?** | | **What should trainees be achieving in P3 to show impact in their History teaching, therefore making use of U3/P3 learning?** | | | | |
| The overarching intention for U3/ P3 PGCE History trainees is to support trainees in developing agency, impacting on practice, and developing curriculum building. In addition to this, adaptive teaching and engaging in educational research are also foci. U3 and P3 culminate with reflection on enrichment and enhancement, joining the profession [professional orientation and teacher identity] and a consideration of specific areas of practice and pedagogy that can be extended. There will also be continuing work on a close focus on planning, pedagogy, subject knowledge and assessment.  Trainees will build upon U2/P2 experience by planning, teaching and evaluating a greater number of lessons in U3/P3. Their teaching of History will be more sophisticated and will contain a greater breadth of strategies, taking into account the different abilities and needs of pupils, and demonstrating greater autonomy in lesson and curriculum planning  Trainees will plan with increasing autonomy and will involve themselves more fully in the life of the History departments and take greater role in extracurricular activities outside of the classroom.  Trainees develop greater autonomy and use research and reading to support their thinking and practice in History specific planning and pedagogy.  Trainees will plan lessons that take into account students’ different backgrounds and barriers to learning  Trainees will join communities of professional practice beyond their departments and will begin to consider specialisms and areas to extend their practice as they become ECTs.  Trainees will lead classes with increasing confidence and use praise, reward and sanction judiciously.  Trainees will critically reflect on their subject and curriculum knowledge and audit their learning over the course of the year, creating action plans based on gaps in their knowledge.  Trainees will strive to create a healthy work life balance and will learn to balance professional commitments with wellbeing | | | | | | | History trainees will all experience the following University sessions in U3.  This explicitly delivers our PGCE History intention for P3 Trainees experience a range of input, lectures, seminars, readings, and practice activities that fulfil the aims of each area of focus. U3 focus questions are:  1] What strategies can History teachers use to support EAL students in the classroom?  2] What approaches can History teachers adopt when teaching sensitive, contested and controversial histories?  3] What are the implications of Ofsted’s research review for History for practitioners and how can trainee teachers use research to inform their own practice?  4] To what extent does the literature and research surrounding the disciplinary concepts resonate with your experiences so far?  5] Which approaches can History teachers take when helping students to work with complex and contrasting historical interpretations?  6] How do History teachers plan and execute effective Historical fieldwork?  7] How will you continue to develop your subject and curriculum knowledge in History?  8] How will you adapt your planning and pedagogy to enhance your practice as an ECT?  9] To what extent has your lesson and curriculum planning been representative and inclusive in nature and what are your priorities for development in this area?  10] Which communities of practice will be beneficial for you as your career progresses?  11] How can History teachers use research to inform and shape their practice?  12] How do History teachers build a representative curriculum?  13] Which forms of assessment are most productive and provide teachers with feedback to shape and inform their planning and teaching?  14] How can pupil voice be used to inform what History teachers do?  15] What is the Early Career Framework and how will you be monitored, assessed and supported as an Early Career teacher?  16] Which scholarship, research and reading will help add depth to your subject knowledge for your ECT year?  17] Which research and reading will help inform your pedagogy and classroom practice for your ECT year? | | PGCE History trainees should be able to demonstrate the following areas of impact:  Trainees should now have a sound understanding of what it means to be a member of teaching staff in a History department, understand good professional etiquette and the value of collegiality, and understand the value of CPD and department meetings. They should be able to plan lesson autonomously and begin to contribute lessons, resources and ideas to their P3 departmental bank.  Lesson plans and resources should all contain strategies to help meet the needs of SEND and EAL learners and take into account the more and less able. Trainees should check for understanding so that they can identify pupils who need additional support or additional opportunities  Trainees’ lessons should all demonstrate good understanding of disciplinary and substantive concepts, built around appropriate enquiry questions, and consider different perspectives and interpretations of the same historical event. Lessons should frequently encourage students to engage in scholarship  Trainees will now be considering the different types of knowledge that can be assessed in lessons [Fingertip, substantive, disciplinary and procedural]  Trainees will be able to select appropriate sources, scholarship and evidence to support their teaching and provide opportunities for students to work with contrasting interpretations  Trainees will plan and execute a piece of historical fieldwork and present their rationale and choice of activities to an appropriate audience.  Trainees will be able to draw on the findings from their IEP assignment to identify areas of the curriculum that can be made more representative and inclusive  Trainees should be able to plan sequences of 6-8 lessons autonomously and connect these lessons to an overarching enquiry question  Trainees will be able to identify and exploit various communities of practice such as subject associations, social media groups, conferences and publications.  Trainees will take ownership of marking as appropriate and provide students with constructive feedback on summative assessments  Trainees should consistently embed a wide range of formative assessment strategies into their teaching and complete checks thorough hinge questioning and a variety of other whole class assessment approaches  Trainees will be able to design a small-scale research project using pupil voice to identify what pupils think about an area of school life, and provide recommendations for their future practice in this area  Trainees should be able to articulate the key requirements of the ECT phase and understand their entitlement to support  Trainees should identify core reading at the end of the PGCE year to improve their subject knowledge, taking into account the curriculum at their employment schools. This should feed in to their end of course action planning document | | | | |
| **Curriculum links between U3 and P3 - for each area of the UoM Curriculum** | | | | | | | | | | | | | |
| **Overarching Intention of our UoM curriculum for U3/P3 – Standard across all subjects** | | **Link to UoM History intention U3/P3**.  It is our intention that trainees in History: | | **How is this addressed in History University 2 (U3)?**  These intentions will be realised as History trainees address the following key questions, and through related Intensive Teacher and Practice (ITAP) days. | | | | | **How is impact developed in History Placement 3 (P3)?**  The impact of the curriculum will be developed as the History trainee critically engages with the key questions and ITAP themes in the context of their placement 2 school or college. | | | | |
| **Core Area 1. Teacher Expectations**  **1.1.2 Demonstrate consistently high expectations of attitudes, values, behaviour and progress** | | PGCE History trainees will plan lessons driven by an appropriate enquiry question that links to an over-arching enquiry  High expectations are used to plan engaging activities that encourage learning and stretch students regardless of ability  Trainees will have high expectations of behaviour, attitude and output and consider the importance of task design in ensuring good outcomes | | PGCE History trainees will continue complete lesson planning episodes at UoM, culminating in the Representative History Showcase event in June  Trainees plan and present lessons to peers, outlining assessment strategies and opportunities for representative and inclusive case studies  Setting expectations for P3: trainees to outline plans for ensuring that students’ learning behaviour is good and discuss task design to ensure high quality outcomes | | | | | During the short induction phase on P3, trainees make time to observe experienced History teachers who set high expectations in their planning and teaching.  Trainees and mentors plan and discuss task design in weekly meetings, focusing on historical thinking, learning outcomes and types of historical knowledge and understanding that result [fingertip, disciplinary, procedural]  Trainees reflect on the methods used to ensure all pupils know they are expected to participate positively in their historical learning | | | | |
| **1.2.3 Build strong pedagogical relationships with young people** | | Trainees develop greater autonomy and use research and reading to support their thinking and practice in History specific planning and pedagogy.  PGCE History trainees will be able to build trust with their pupils, follow relevant schemes of work and specification content, plan engaging and inclusive episodes of teaching so that positive relationships are built over time. Trainees will develop credibility as experts with their classes over time | | How can History teachers use research to inform and shape their practice?  Which forms of assessment are most productive and provide teachers with feedback to shape and inform their planning and teaching?  Trainees present ‘best lesson’ synopsis to group and highlight how and why the lesson was successful, with reference to specific examples of planning, assessment, and pedagogy.  Revisiting the subject knowledge audit and the audit of History teaching knowledge. Trainees will complete pre and post placement subject knowledge audits and review their growing understanding of pedagogy through the Progress Matrix | | | | | Trainees able to identify specific learner characteristics and form a rationale for pedagogical approaches employed in formal observations  Trainees regularly using evidence from lessons to inform planning and target setting. Evidence collated in RoAD folder and discussed in tutorials  Trainees and mentors discuss pedagogy on weekly basis during mentor meeting and assess the impact of different teaching strategies  Trainees reflect regularly on the ratio of active participants in their teaching and make a note of the proportion of students who are asking and answering questions | | | | |
| **1.2.4 Support pupils to develop effective behaviour for learning, including metacognitive strategies** | | Trainees will lead classes with increasing confidence and use praise, reward and sanction judiciously.  PGCE History trainees will exhibit high expectations of themselves and the pupils they teach. They will use a range of metacognitive strategies to support pupils in their learning, such as modelling and scaffolding, | | How do teachers set and maintain high behavioral expectations?  Which strategies from cognitive History are impactful in the History classroom?  Trainees will continue to revisit their non- negotiables and explore what positive ‘learning behaviours look like in History lessons, with reference to evidence in their Progress Matrix and RoAD.  Trainees will use frameworks for judging causation, significance and interpretations and encourage students to apply these when teaching new content | | | | | Trainees and mentors discuss how to anticipate and manage pupil behaviour challenges and create action plans for specific students.  Trainees increasingly anticipate and manage pupil behaviour challenges. Through use of seating plans, least intrusive interventions, non-verbal signals and upholding consistent expectations  Trainees embed retrieval, dual coding and spaced learning strategies into lesson plans and critically reflect on impact  Trainees will use frameworks for judging causation, significance and interpretations and encourage students to apply these when teaching new content | | | | |
| **Core Area 2. Subject and curriculum knowledge**  **2.4 Deliver a carefully sequenced and coherent curriculum** | | Trainees will critically reflect on their subject and curriculum knowledge and audit their learning over the course of the year, creating action plans based on gaps in their knowledge.  PGCE History trainees will use guidance from subject bodies, mentors and literature to plan lessons that build understanding, knowledge and depth in coherent way | | What are the implications of Ofsted’s research review for History for practitioners and how can trainee teachers use research to inform their own practice?  Trainees to read and present on the Ofsted Research for History (2021), with lesson sequencing and curriculum building one focus area  Trainees will critically reflect on schemes of work from contrasting placements as part of the IEP assignment. They will continue to consider the benefits and challenges of thematic approaches to curriculum building.  Trainees will continue to review and devise formative and summative assessment strategies that check the intended curriculum outcomes have been met, and focus on task design and intended outcomes | | | | | Trainees should now understand how long-term curriculum plans are developed and how these are connected to disciplinary foci and enquiry questions.  Trainees understand how subject knowledge is incrementally and sufficiently developed during lessons and across a sequences of lessons  Trainee and mentor discuss and plan what ‘fingertip’ knowledge the pupils require and what ‘hinterland’ knowledge will be required over the course of a mid-term, autonomously planned sequence of lessons | | | | |
| **2.5 Support pupils to think critically and challenge them to construct a deeper level of understanding and skills** | | Trainees take on more autonomy and are more effective in using research and other literature to support their thinking and practice in History specific planning and pedagogy.  Trainees will ensure that they are assessing different types of knowledge: Disciplinary, fingertip, procedural  They will use reflective strategies and assessment principles to question if progress has been made. They will plan using well established principles based on reading and department practice | | How can historical scholarship be used to drive curriculum planning and how can we support students with historical interpretations?  What types of knowledge are there in History?  Which forms of assessment are most productive and provide teachers with feedback to shape and inform their planning and teaching?  Trainees will explore types of historical knowledge and consider opportunities for planning lessons and activities centred on the work on historians, interpretations, and historiography | | | | | Trainees will continue to ensure that pupils engage with historical scholarship in lessons and choose relevant and accessible examples, using strategies such as ‘source, story, scholarship’ to address narrative and historiography  When giving pupils advice on how to improve, trainees focus on pupils historical thinking rather than generic skills/ attitudes. Trainees ensure that students give targets which meaningfully allow them to improve in future work  Trainees’ lesson plans build in opportunities for pupils to write in specifically historical ways, and consider how to equip pupils with the correct language to describe their historical thinking  Trainees will ensure that relevant disciplinary concepts are evident and signposted in all lessons | | | | |
| **Core Area 3. Planning and Teaching**  **3.1.3 Model processes, ideas and concepts effectively** | | Trainees take on more autonomy and are more effective in using research and other literature to support their thinking and practice in History specific planning and pedagogy.  History trainees will show sound subject knowledge through the ability to model activities with their pupils. They will break down information into manageable sections carefully guiding pupils to achieve the lesson objectives. | | How does a History teacher create enquiry questions and how do disciplinary and substantive concepts appear in enquiries?  Trainees will deliver presentations in groups on Concepts Day’ on one of the disciplinary concepts, completing a literature review and detailing challenges and strategies for teaching each  Trainees to create autonomously planned enquiries and present to the cohort, demonstrating how they intend to explain and model the key substantive and disciplinary concepts | | | | | Trainees will plan lessons in which modelling and scaffolding are evident. Trainees use strategies such as ‘I do, we do, you do’ from the Writing Revolution and incorporate strategies such as using the visualizer, exemplar responses and co-constructed responses into their modelling and scaffolding plans.  Trainee lesson plans continue to contain detail on intentions for: scaffolding for students, learning through modelling/ explanations/ adapting explanations/ key technical/historical vocabulary  In feedback, mentors discuss questioning phases of the lesson and whether they have been carefully planned/ conceived to try and support pupils into historical thinking | | | | |
| **3.1.4 Stimulate pupil thinking and checking for understanding** | | Trainees will use a wide range of formative assessment strategies to ensure that they quickly capture feedback from the whole class  History trainees understand the importance of stimulating deeper thinking and reasoning, and make regular checks to ensure they are aware of what pupils know, think, and understand about the past | | How can formative assessment be used to inform the teacher and to ensure that learning and understanding are made visible?  How can marking and feedback be used to ensure better pupil outcomes?  In all University centred lesson planning activities, trainees embed formative assessment checkpoints and identify key/hinge questions, as well as being able to articulate what type of historical knowledge is being assessed  What are the requirements and content for KS4 History and how can History teachers develop their knowledge and pedagogy for GCSE? | | | | | Mentors to focus on quality, type and range of questioning strategies utilized by trainees, and trainee to evaluate the breadth of active participants on questioning episodes  During Tutor observational visit and weekly formal observation, pupil work from books to be scrutinized and discussed by mentor, trainee and tutor  Trainees’ set homework tasks that are purposeful and approved by mentors and discussed with tutor  Trainees are involved in moderation exercises at KS3-KS5 with colleagues to understand expected outcomes for summative assessment and key assessment objectives | | | | |
| **3.2.3 Assess and build on pupils’ prior knowledge** | | Trainees understand that there are different types of knowledge in History and that these can be assessed in different ways  Trainees’ teaching will become more sophisticated and will contain a greater breadth of strategies, taking into account the different abilities and needs of pupils, and demonstrating greater autonomy in lesson and curriculum planning  Trainees understand that subject knowledge develops incrementally and needs to be sufficiently developed during lessons | | What different types of knowledge are there in History?  What are the implications of Ofsted’s research review for History for practitioners and how can trainee teachers use research to inform their own practice?  Trainees will read and present on the Ofsted Research review for History and coherently explain what types of knowledge there are in History, and the attendant challenges for learners  During University centred planning tasks, trainees identify likely/common misconceptions (both substantive and disciplinary) and rehearse response to these | | | | | Trainees regularly using knowledge recaps at start of all lessons and employing a range of retrieval strategies to assess the level of foundational knowledge students have  Trainees continue to address chronology when introducing topics and, where appropriate, use displays and timelines to promote chorological understanding  Trainees use, where appropriate, used visual imagery in lessons and dual coding to help pupils to understand more of the period/ substantive theme  Trainees now routinely conducting AfL checks at the start and end of lessons to ensure they can gauge student understanding of the ‘big picture/overarching enquiry’ | | | | |
| **3.3.2 Provide opportunity for all pupils to experience success through task design and careful grouping** | | Trainees will plan lessons that take into account students’ different backgrounds and barriers to learning | | What strategies can History teachers use to support EAL students in the classroom?  Trainees will explore the challenges EAL learners face when being taught History and develop glossaries and knowledge organizers to support such students, and use a range of pedagogy explored during the session with CLAS  . | | | | | Trainees regularly adapt teaching strategies within lessons [such as stopping and reteaching or adapting explanations]. Trainees refine ‘pre-planned’ explanations of substantive concepts  Trainees and mentors discuss common misconceptions that can be anticipated during the planning phase (both substantive and disciplinary) and address these through careful explanation and questioning phases in lessons  Trainees include EAL details in lesson plans and suggest adjustments and strategies for these students, such as strategic seating | | | | |
| **Core Area 4. Assessment**  **4.3 Provide high-quality, timely and formative feedback which pupils can act on** | | PGCE History trainees will understand the value of formative feedback and understand how it can be used to shape and direct pupil’s historical understanding.  PGCE History trainees will follow schools’ systems regarding assessment and feedback to pupils.. They will plan lessons following outcomes dictated by departmental plans and exam specifications. | | How can formative assessment be used to inform the teacher and to ensure that learning and understanding are made visible?  Which forms of assessment are most productive and provide teachers with feedback to shape and inform their planning and teaching?  Trainees will continue to add to their portfolio of assessment examples in the RoAD and present to their peers at University, drawing on specific examples and explaining how they illustrate pupil progress  This ITAP takes place in the final week of University teaching. Trainees will lead a seminar which summarises their journey and progression with assessment.  (ITAP) The seminar will focus on their growing confidence in assessment and ask them to share ideas on pedagogy, planning and curriculum building. They will present their best assessment strategies from the year and collate activities into a folder for perusal from next year’s trainees.  They will present their best assessment strategies to an assembled group of mentors and PGCE tutors  Trainees to present examples of written feedback and discuss impact with peers. Trainees complete critical analysis of their placement schools’ marking policy | | | | | Questioning phases moving beyond simple recall of substantive knowledge and are now focused on making connections between prior/fingertip knowledge, allowing ‘world building’ for pupils  All lessons now have regular formative assessment checkpoints and ensure levels of participation are high. Lessons use a variety whole-class feedback strategies  When giving pupils advice on how to improve pupil’s historical thinking, trainees moving away from generic comments and giving specific instructions and a recipe for improvement, targets which meaningfully guide them to improve in future work, with guidance from experienced staff and mentor  Trainees continue to seek opportunities to be involved in moderation with colleagues to understand expected outcomes for summative assessment and GCSE /A level moderation  (ITAP) Observe how expert colleagues:  - Deepen students’ understanding by using effective questioning.  Together with an expert colleague:  - Trainees to embed plans for assessment for learning within their teaching and lesson planning and make these explicit in the various stages of the lesson, whilst reflecting and seeking feedback. | | | | |
| **4.4 Adopt marking practices which are effective and efficient** | | History trainees will understand what summative and formative feedback means, use different strategies of assessment for example peer, self and teacher led. Working with subject mentor they will use assessment to ensure that all pupils are able to use feedback comments and advice to progress. | | How can History teachers make marking manageable for you and impactful for pupils?  GCSE marking training with Chair of Examiners for AQA History  In University sessions trainees will come to understand that summative assessment is an important method by which teachers can judge the progress their students are making, whilst also applying a critical outlook on the value of different summative assessment tasks. They will come to see that summative assessment goes way beyond extended writing and can be employed in numerous creative ways. | | | | | Trainees will mark summative assessments and/or tests such as mock examinations. Mentors will guide and support trainees in marking practice.  Trainees to take part in moderation and standardization exercises with experienced staff and receive feedback on the accuracy of their marking  They will now be confident in providing developmental feedback and encourage students to revisit tasks and make improvements through verbal and written comments. They will be able to guide and advise students when tasks are underway in lessons and provide helpful comments and advice that support students in producing better historical writing. They will use scaffolds, modelling and mark schemes to support students in this. | | | | |
| **Core Area 5. Professional behaviours**  **5.3 Manage workload and wellbeing** | | Trainees will strive to create a healthy work life balance and will learn to balance professional commitments with wellbeing  PGCE History trainees will develop strong organisational skills and learn to effectively prioritise tasks and will learn to make the planning, marking and developing subject knowledge processes manageable and efficient. | | Managing workload: professional scenarios and responses  Trainees will now be teaching a 60% timetable and will discuss challenges and efficiencies with peers and tutor during tutorial time  With the continued support of experienced teachers and tutor, trainees will discuss organisation and workload management, and will aim to develop a healthy and manageable working pattern during the week. | | | | | Trainees will seek advice from mentors about work life balance, marking time scales. They will seek support from History networks. They will refine organisational skills so that wellbeing and personal time can be enjoyed.  Trainees to discuss working temp and patterns during summative mentor meetings and explore prioritizing their workload with mentors | | | | |
| **5.4 Seek opportunities for effective collaboration with other professionals, and for collaborative enquiry** | | Trainees will join communities of professional practice beyond their departments and will begin to consider specialisms and areas to extend their practice as they become ECTs.  Trainees will foster a collaborative and collegiate approach to curriculum planning within department. | | How can subject associations, external bodies and social media be used to identify good practice and support professional development?  What is the Early Career Framework and how will you be monitored, assessed and supported as an Early Career teacher?  PGCE History trainees will be encouraged to join subject associations such as the Royal Historical Society and Historical Association. They will be encouraged to join relevant social media networks and community spaces dedicated to teaching of the subject. They will be encouraged to pursue opportunities for conference and lecture activity in and beyond UoM | | | | | PGCE History trainees on Placement 3 will take part in all aspects of CPD in school, especially those that support the wellbeing of teachers.  Trainees will consider themselves to be a member of staff in their department. They will attend and contribute to departmental meetings and engage in multiple activities, such as example fieldwork and curriculum planning | | | | |