

The LJMU Mentor Guide to the curriculum in Phase 3 Secondary History



The ITE Curriculum in Phase 3 further extends student teachers' critical engagement with research and practice, within the relevant subject(s) and age phase(s). Most of Phase 3 is school based, as the student teacher completes their final placement, extending their knowledge and skills to achieve a recommendation for Qualified Teacher Status (QTS).

The Phase 3 curriculum (centre based) includes a focus on:

- Subject pedagogies and strategies across the Secondary age range.
- Curriculum design.
- Transition between key stages.
- Statutory assessment.
- Deepening Subject knowledge and curriculum knowledge.
- Adaptive practice.

- Preparing for the ECT year.

School based training:

During Phase 3, the ITE curriculum will be extended and contextualised within school placements.

Training will enable student teachers to successfully demonstrate a range of teaching approaches, appropriate to subject, age, and individual needs, and contribute to the development of curriculum thinking, drawing on evidence from research.

Whilst we expect the ITE curriculum to be increasingly personalised during Phase 3, in order to meet individual areas for development and school priorities, it is likely that student teachers' understanding and experience of working with other adults (including parents), and of assessment and adaptive teaching will need deepening during this final period, supported by expert colleagues.

During Phase 3 student teachers have more independent responsibility for planning and teaching lessons which are well matched to the needs of groups and individuals, and for planning units of work as part of an ambitious curriculum, with a positive impact on pupil progress.

Expected outcomes

Mid-point and end of Phase reviews are completed by ITT Mentors in schools. In Phase 3, these reviews assess progress against the Teachers' Standards. By the end of Phase 3 we expect student teachers to:

- Compile evidence in the placement experience folder and demonstrate achievement of ALL of the teachers standards (including part2).
- Respond constructively to challenge, feedback and critique, and demonstrate a commitment to continuously improve their understanding and practice, reflected in their Career Entry and Development profile.

In History sessions:

Please see the ITE Curriculum for History for the full programme throughout the year.

In Phase 2 history sessions focused on the fundamentals of lesson planning – how to structure history lessons around rigorous enquiry questions, develop pupils' understanding of disciplinary concepts (e.g., causation), substantive concepts (e.g., empire) and improve their substantive knowledge. Sessions also considered adaptive teaching, assessment, retrieval and behaviour management. Phase 3 sees the trainees progress to develop their knowledge of how to teach at KS4 and 5, plan sequences of learning and teach emotive, sensitive, and controversial topics with empathy and rigour.

The Phase 3a ITE History Curriculum:

In Phase 3, the centre-based curriculum focuses on subject knowledge, pedagogy, adaptive practice, assessment and progress in the subject. We ask you to support students in exploring these further in schools.

The focus of weekly discussions is in black. Professional Development Activities for STUDENTS are in blue.

Date (LJMU)	Taught LJMU session	School-based focus	Mentor curriculum in weekly meeting and Professional Development Activities.
Friday 1 st March	KS4 History	KS4 History	<p>Trainee: Select a strategy for teaching KS4 history that was discussed at university and try it with your pupils.</p> <p>If you have not already marked GCSE exam questions, ask your mentor if you can gain experience of this.</p> <p>Mentor weekly meeting discussion:</p> <ul style="list-style-type: none"> - What strategies/learning activities for developing pupils' historical knowledge and skills at KS4 does the department use? - How does the department support pupils with exams and answering GCSE style questions? -
Friday 8 th March	Medium- and Long-Term Planning (focus on the Middle Ages)	Medium- and Long-Term Planning	<p>Trainee: Discuss your SPLA assignment (core students only) with your mentor and identify any support required.</p> <p>Mentor weekly meeting discussion:</p> <ul style="list-style-type: none"> • How does the department approach medium and long-term planning (Thematic, chronological) and what is the reasoning behind this? • How does the KS3 curriculum help pupils for GCSE history study? • What takeaways are pupils left with at the end of KS3 that ease their transition into KS4?
Friday 15 th March	Learning outside the classroom Western Approaches Visit	Local history and WWII	<p>Trainee: Discuss your main takeaways from the Western Approaches visit and how you could use these in the classroom.</p> <p>Mentor weekly meeting discussion:</p> <ul style="list-style-type: none"> • What trips do the school take pupils on to support with developing an understanding of local history? • How does the department use local history to develop pupils understanding of WWII and how does this impact engagement? • How does the department make connection between local, national and global histories?
Friday 22 nd Mar	Using Historical Archives to Inspire Students (WWI focus)	Teaching local history using archival sources	<p>Trainee: Select one historical source from your visit to the Central Library and explain how you would use in teaching WWI at KS3.</p>

			<p>Show your mentor your co-planned WWI lesson from university and discuss the positives and areas for development for the lesson.</p> <p>Mentor weekly meeting discussion:</p> <ul style="list-style-type: none"> • What opportunity do pupils have for engaging with archival material? • What strategies are used to support access to these materials e.g., complex written documents?
Friday 19 th April	Teaching the Holocaust	Teaching the Holocaust	<p>Trainee: Discuss the key takeaways from the UCL Holocaust session with your mentor and how this will shape practice going forward.</p> <p>Mentor weekly meeting discussion:</p> <ul style="list-style-type: none"> • How is the Holocaust taught in the school (what year group? within what scheme of learning?) and what is the justification for this? • How does the SOL tackle and avoid reinforcing misconceptions? • How is the Holocaust taught in other subjects across the school and what opportunities are there for collaboration?
Friday 26 th April	KS5 History	KS5 History	<p>Trainee: Discuss with your mentor your key takeaways from the session on teaching at KS5.</p> <p>Mentor weekly meeting discussion:</p> <ul style="list-style-type: none"> • What advice do you have for teaching history at KS5? • How can we develop pupils' understanding of historical interpretations at this level? • How can we encourage pupils to engage in wider reading to support their analytical writing?
Friday 3 rd May	Curriculum Planning	Curriculum Planning	<p>Mentor weekly meeting discussion:</p> <ul style="list-style-type: none"> • How do your school plan their curriculum across the key stage to build progression in subject knowledge and historical skills and concepts?

Lesson observation focus questions: these questions can be used as foci or prompt for lesson observations and mentor/student teacher discourse. Not all elements are required in every lesson and may be phase dependent, i.e., expectations that more elements would be

present in phase three of teaching as confidence and highly effective practice is embedded.

1	Is the learning intention written as an historical enquiry question? Is this linked to a disciplinary concept? Are historical sources being used?
2	Which disciplinary concept is being explored? How is it supporting pupils to frame historically valid questions and construct their own accounts?
3	What key substantive knowledge and concepts will the pupils know and remember?
4	How is chronological understanding being developed or secured? (Timelines, meanwhile, elsewhere activities).
5	How does the lesson support students to understand how evidence is used to make historical claims and why different interpretations of the past exist?
6	Does the lesson content support pupils in understanding the diversity of societies/individuals and the relationships between different groups?
	<p>Glossary:</p> <p>Historical enquiry questions: Questions that structure pupil learning over a sequence of lessons and are rooted in a disciplinary concept e.g., How did Russia change under Stalin?</p> <p>Sources: Remnants of human activity should be used in all lessons.</p> <p>Disciplinary concepts: An understanding of how historians study the past. Includes significance, interpretation, cause & consequence, similarity & difference, change & continuity.</p> <p>Substantive Knowledge: Factual content about people, places, events, and chronological knowledge.</p> <p>Substantive Concepts: Abstract concepts such as invasion, tax, monarchy, democracy, trade, power, and empire etc.</p>