

## Secondary ITE Subject Studies Curriculum Map

2026/27

### Background and Rationale

The LJMU History Subject Studies curriculum is designed to develop beginning teachers into confident, intellectually curious and research-informed history practitioners who understand both the discipline of history and how pupils learn it effectively. Working alongside the Professional Studies curriculum, it supports student teachers in developing secure substantive and disciplinary knowledge, critically engaging with educational and historical scholarship, and applying evidence-informed approaches to teaching that enable all pupils to succeed.

The curriculum is intentionally ambitious, coherent and cumulative. It is underpinned by the principle that effective history teaching requires more than secure subject knowledge; it requires an understanding of the nature of historical knowledge, the distinctive ways in which historians construct and communicate narratives of the past, and the curricular decisions involved in selecting, sequencing and teaching history in schools. Throughout the programme, student teachers are encouraged to think critically about the purposes of history education, the relationship between scholarship and classroom practice, and their emerging identity as history teachers and curriculum makers.

The curriculum has been designed using a cumulative model of learning. Core ideas are introduced early and revisited throughout the programme in increasingly complex contexts, enabling student teachers to consolidate prior learning whilst making meaningful connections between theory, research and classroom practice. Rather than studying pedagogy and subject knowledge separately, the programme continually integrates substantive knowledge, disciplinary thinking and pedagogical decision-making, reflecting the reality of expert history teaching.

Central to the curriculum are four interwoven threads which provide the conceptual architecture of the programme. These threads are not taught in isolation but recur throughout taught sessions, school placements, mentor discussions and assessment activities. Each session explicitly contributes to one or more threads, ensuring that learning is coherent and cumulative across the year.

The curriculum has been co-constructed with experienced teacher educators and expert history mentors across partnership schools to ensure a strong relationship between university learning and classroom practice. During each placement, student teachers and mentors identify opportunities to consolidate and deepen university learning through observation, planning, deliberate practice and professional dialogue. Student teachers are also encouraged to engage with the wider history education community through the Historical Association, subject networks, museums, archives and professional conferences, recognising that becoming an expert history teacher is an ongoing process of engaging with scholarship, reflection and professional enquiry.

A distinctive feature of the programme is its commitment to developing student teachers as research-informed professionals. Engagement with history education research and contemporary historical scholarship is embedded throughout the curriculum, enabling student teachers to critically evaluate evidence, reflect on competing perspectives and make principled pedagogical decisions. This emphasis on scholarship is further reinforced through assignments, which require student teachers to engage critically with research before applying their understanding to classroom practice.

## **Curriculum Themes**

### **Thread 1 Historical enquiry and diverse curriculum design**

This thread explores the purposes of history education and the central role of historical enquiry in helping pupils make sense of complex, contested and diverse pasts. Student teachers examine how curricula are constructed, including decisions about content selection, sequencing and emphasis. They engage critically with questions of representation, diversity and inclusion, considering how history curricula can reflect multiple perspectives while remaining coherent and academically rigorous. Throughout the programme, they explore approaches to curriculum thinking, including debates surrounding decolonisation and whose histories are represented.

### **Thread 2 How can we help pupils get better at history?**

This thread focuses on the evidence-informed pedagogical approaches that enable pupils to make secure progress in history. Student teachers explore historical literacy and disciplinary language, modelling, explanation, scaffolding, adaptive teaching, retrieval practice, interleaving and assessment. They consider how these approaches support pupils in developing increasingly sophisticated historical understanding and analytical thinking.

### **Thread 3 Developing disciplinary Understanding**

This thread develops student teachers' understanding of history as a discipline by focusing on second-order concepts including causation, change and continuity, significance, similarity and difference, evidence and interpretations. Student teachers examine common misconceptions and learn how to teach disciplinary thinking explicitly through carefully designed enquiries. They also consider how contemporary historical scholarship can enrich classroom practice and strengthen connections between substantive knowledge and disciplinary understanding

### **Thread 4 Securing substantive knowledge and concepts**

This thread examines the role of substantive knowledge in pupils' historical understanding. Student teachers explore how key concepts such as empire, monarchy, revolution, migration and democracy develop meaning across different contexts and time periods. Particular attention is given to chronology, sequencing and the careful accumulation of knowledge that enables pupils to build increasingly rich and connected mental models of the past.

## **Integration with Professional Studies**

The History Subject Studies curriculum has been designed alongside the Professional Studies curriculum to provide purposeful integration between generic professional learning and subject-specific pedagogy. Key principles introduced through Professional Studies, including behaviour for learning, planning, adaptive teaching, assessment are revisited within history sessions where student teachers explore how these approaches

support pupils' historical thinking. This integration is exemplified through the Intensive Training and Practice (ITAP) programme. ITAPs focusing on classroom management, checking for understanding and modelling and explanations are introduced in Professional Studies before being developed through history-specific exemplification, deliberate practice and mentor-supported implementation. The final ITAP, focusing on a subject-specific history pedagogy, is delivered entirely within Subject Studies. Together, these experiences ensure that professional knowledge and subject expertise develop in a coherent and cumulative way.

### **Joint Humanities Sessions**

Elements of the curriculum are delivered through joint sessions with Geography and Religious Education student teachers. These sessions explore shared principles of effective curriculum design and pedagogy, including enquiry, adaptive teaching, assessment, retrieval, curriculum planning, cultural capital and Holocaust education. As many history teachers contribute to wider humanities provision within schools, these interdisciplinary sessions broaden professional understanding while reinforcing principles that transcend individual subjects.

### **Adaptive Practice**

Adaptive practice is embedded throughout the programme rather than taught as a discrete topic. Each taught session draws on six pupil case studies that represent a range of learning needs, experiences and starting points. Student teachers consider how the pedagogical approaches being explored can be adapted to support these learners while maintaining ambitious expectations for all pupils. They are also encouraged to reflect on the pupils in their placement classes, considering how evidence-informed adaptations can improve participation, understanding and progress within authentic classroom contexts.

### **Five Essential Readings**

1. Ofsted Research Review Series: History (July 2021), <https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history> [\(Links to an external site.\)](#)
2. Terry Haydn and Alison Stephen, *Learning to Teach History in the Secondary School: A Companion to School Experience*, (Routledge, 2021). Available online via the university library.
3. Katharine Burn and Arthur Chapman Christine Counsell, *MasterClass in History Education*, (Bloomsbury, 2016). Copies are available at the library.
4. Richard Evans, *In Defence of History*, (Granta, 1997). Copies are available at the library.
5. Suzannah Lipscomb and Helen Carr, *What is History, Now?* (N&W, 2021).

|                                    | Title and Objectives                                                                                                                                                                                                                                                                                                  | Essential Reading and Student Activity (pre or post session)                                                                                                                                                                                                                                                                                                                                | Placement Activity / Focus for GM                                                                                                                          | PE Links | ITTECF Links            |
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| Becoming a History Teacher         |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                            |          |                         |
| 7 <sup>th</sup><br>September<br>AM | <p><b>What's the purpose of History Education?</b></p> <p><i>To understand the purposes of history education and its unique contribution to pupils' intellectual, cultural and civic development</i></p> <p><b>Humanities Subjects: An Introduction</b></p> <p><i>To understand the distinctive nature of the</i></p> | <p>DfE (2013) National Curriculum for England: History Programme of Study [online]</p> <p>Ofsted (2021) Research and Analysis Research Review: History [online]</p> <p>Ofsted (2023). Rich encounters with the past: history subject report [online]</p> <p>Chapman, Burn and Kitson (2018), What is school history for? British student-teacher perspectives, <i>Arbor</i>, 194 (788).</p> | <p><b>Discuss:</b> What do you believe is the purpose of history education?</p> <p>How is this reflected in your department's curriculum and teaching?</p> | Q3<br>Q1 | 3.1, 3.6, 3.7, 8.1, 8.2 |

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|                                     | <i>humanities and the contribution of history in the wider humanities curriculum</i>                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                   |          |                         |
| 11 <sup>th</sup><br>September<br>AM | <p><b>How do historians construct knowledge about the past?</b></p> <p><i>To understand how historical enquiry, evidence and scholarship shape our understanding of the past</i></p> <p><b>Introduction to SKE audit and Resources</b></p> <p><i>To identify personal subject knowledge strengths and priorities and develop a strategy for</i></p> | <p>What's the wisdom on enquiry questions?', <i>TH178</i>, (2020), 16 – 19.</p> <p>M. Riley, 'Into the Key Stage 3 history garden: choosing and planting your enquiry questions', <i>Teaching History</i>, Vol. 99, (2008), 8-13</p> <p>Alex Ford, 'Why is Powerful Knowledge failing to forge a path to the future of history education?' <i>History Education Research Journal</i>, Vol. 19, (2022), 1 – 15.</p> <p>Dawson (2022) Developing students' chronological understanding: a final exploration Available from:<br/> <a href="http://www.thinkinghistory.co.uk/chronology/downloads/ChronologicalKnowledge.pdf">http://www.thinkinghistory.co.uk/chronology/downloads/ChronologicalKnowledge.pdf</a></p> | <p><b>Observe:</b> Watch a history lesson shaped with an enquiry question. How does the enquiry question drive the lesson and help pupils think historically?</p> | Q3<br>Q5 | 3.1, 3.4, 3.5, 3.6, 3.8 |

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|                                     | <i>ongoing subject knowledge development.</i>                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                    |                                                                                                                                                              |          |                                             |
| 11 <sup>th</sup><br>September<br>PM | <p><b>Becoming an inclusive history teacher</b></p> <p><i>To understand how inclusive curriculum and pedagogical choices enable all pupils to succeed in history.</i></p> <p><b>Adaptive Classroom Practices in Humanities</b></p> <p>To explore how evidence-informed adaptations can support ambitious learning for diverse learners across the humanities</p> | <p>Richard Harris, 'Does differentiation have to mean different?', Teaching History, Vol. 118, (2005), 5 -12.</p> <p>Richard Kerridge, 'Learning without limits', Teaching History, Vol. 168, (2017), 16 – 22.</p> | <p><b>Discuss:</b> Which pupils in your classes need the greatest support to access history? How do you adapt whilst maintaining ambitious expectations?</p> | Q1<br>Q6 | 1.1, 1.5, 5.1, 5.2, 5.3, 5.4, 5.5, 8.6, 8.7 |
| 18 <sup>th</sup><br>September<br>AM | <p><b>How do pupils learn to think historically?</b></p>                                                                                                                                                                                                                                                                                                         | <p>What's the wisdom on causation', <i>TH175</i>, (2019), 24 – 27.</p> <p>'What's the wisdom on consequence', <i>TH182</i>, (2021), 50 -3.</p>                                                                     | <p><b>Analyse:</b> Look through a Scheme of Learning together. Where are</p>                                                                                 | Q3<br>Q5 | 3.1, 3.3, 3.4, 3.5, 4.1, 4.2, 6.6           |

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|  | <p><b>Causation and Consequence</b><br/> <i>To develop strategies for teaching pupils to construct nuanced explanations of historical causation and consequence</i></p> <p><b>Change and Continuity</b><br/> <i>To understand how pupils develop increasingly sophisticated understanding of change and continuity over time.</i></p> <p><b>Similarity and Difference</b><br/> <i>To explore approaches to helping pupils compare historical societies, events and experiences with precision and balance.</i></p> | <p>‘What’s the wisdom on change and continuity’, TH179, (2020), 50 – 53.</p> <p>What’s the wisdom on similarity and difference, TH180, (2020), 52 - 6.</p> | <p>disciplinary concepts taught explicitly? How do they develop over time?</p> |  |  |
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| 18 <sup>th</sup><br>September<br>PM                    | <p><b>How do historians disagree?</b></p> <p><i><b>Historical Interpretations</b></i><br/>To develop approaches for teaching pupils to analyse and evaluate historical interpretations critically.</p> <p><b>Historical Significance</b><br/>To understand how significance is constructed and how pupils can evaluate the importance of historical events, individuals and developments.</p> | <p>‘What’s the wisdom on interpretations of the past’, <i>TH</i>, Vol. 177, (2019).</p> <p>‘What’s the wisdom on historical significance’, <i>TH181</i>, (2020), 50 - 4.</p>                                                                                         | As above                                                                                                                                 | Q3<br>Q5 | 3.1, 3.3, 3.4, 3.5, 4.1, 4.2                                               |
| <b>Developing Historical Thinking in the Classroom</b> |                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                      |                                                                                                                                          |          |                                                                            |
| 25 <sup>th</sup><br>September<br>all day               | <p><b>ITAP 1 – Establishing routines and expectations – How do I start lessons in a calm and</b></p>                                                                                                                                                                                                                                                                                          | <p>Bennett, T. (2020) Running the Room: The Teacher’s Guide to Behaviour. Woodbridge: John Catt Educational</p> <p>Lemov, D. (2015) Teach Like a Champion 2.0. San Francisco: Jossey-Bass</p> <p>See resources on SBEC in Canvas</p> <p><b>Student Activity:</b></p> | <b>Observe:</b> How are routines established so that pupils can engage successfully in discussion, activities (including group work) and | Q8<br>Q1 | 1.1, 1.5, 1.6, 1.7, 1.8, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10 |

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|                                 | <p><b>purposeful manner?</b></p> <p><b>Creating classrooms where historical thinking can flourish</b></p> <p><i>To explore how classroom routines, relationships and expectations support disciplinary thinking in history.</i></p> | <p>To begin to be able to: start a lesson in a calm and controlled manner</p> <p>Obtain silence and pupils' attention</p> <p>Respond effectively to disruption during teacher talk</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | extended historical thinking?                                                                                                 |                         |                                                                                                           |
| 2 <sup>nd</sup> October all day | <p><b>ITAP 2 Questioning, formative assessment and Rosenshine's Principles — How do I ask and respond to questions in my subject, and use Rosenshine's Principles to structure formative assessment</b></p>                         | <p>Rosenshine, B. (2012) 'Principles of Instruction.' American Educator, 36(1), 12-19</p> <p>Christodoulou, D. (2017) Making Good Progress? The Future of Assessment for Learning. Oxford: Oxford University Press</p> <p>Mewald, C. (2023) 'Assessment for learning' (Ch.3). In Pachler, N. and Redondo, A. (eds) A Practical Guide to Teaching in the Secondary School</p> <p>Toby Dove, What does great oracy in history look like? HA recorded webinar<br/> <a href="https://www.history.org.uk/secondary/resource/10868/recorded-webinar-what-does-great-oracy-look-like">https://www.history.org.uk/secondary/resource/10868/recorded-webinar-what-does-great-oracy-look-like</a></p> | <p><b>Observe:</b> Record examples of questioning. Which questions develop historical thinking rather than simply recall?</p> | <p>Q5<br/>Q7<br/>Q6</p> | <p>1.1, 1.2, 1.3,<br/>1.4, 5.1, 6.1,<br/>6.2, 6.3, 6.4,<br/>6.5, 6.6,<br/>3.1, 3.2, 3.3,<br/>4.3, 4.8</p> |

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|                     | <p><b>and deepen historical thinking</b></p> <p><i>To develop questioning strategies that promote historical reasoning, disciplinary thinking and classroom dialogue.</i></p>                                                                                                                      | <p>Helen Riddle, (2023), Reconsidering Oracy: Improving paired discussions in the history classroom<br/> <a href="https://my.chartered.college/impact_article/reconsidering-oracy-improving-paired-discussions-in-a-secondary-history-classroom/">https://my.chartered.college/impact_article/reconsidering-oracy-improving-paired-discussions-in-a-secondary-history-classroom/</a></p> <p><b>Student Activity</b><br/>         To begin to be able to: ask effective questions to check pupil understanding<br/>         Respond effectively to hesitant or incorrect pupil responses<br/>         Explore different modes of pupil response (e.g. written responses, mini-whiteboards)</p> |                                                                                                                                                          |          |                                          |
| 9th October all day | <p><b>ITAP 3</b></p> <p><b>Modelling and Explanations – How do I model and explain knowledge, processes and skills in my subject, and use feedback to move learning forward?</b></p> <p><b>Making historical thinking visible</b></p> <p><i>To develop effective modelling and explanation</i></p> | <p>Burn, K., Snelson, H. and Counsell, C. (2020) 'What's the wisdom on... Historical writing', <i>Teaching History</i>, 180.</p> <p>William, D. and Black, P. (1998) Inside the Black Box: Assessment for Learning in the Classroom. London: GL Assessment</p> <p>See resources on SBEC in Canvas</p> <p><b>Student Activity:</b><br/>         To begin to be able to: model and explain one aspect of historical thinking<br/>         Break down complex concepts or skills into bite-size chunks<br/>         Practise the 'hand-over' from teacher to pupil activity</p>                                                                                                                  | <p><b>Observe and discuss:</b> How does your mentor model historical thinking or historical writing? Which modelling strategies seem most effective?</p> | Q5<br>Q7 | 3.1-3.8, 4.3, 4.8, 1.1, 1.5-1.8, 6.1-6.7 |

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|                                   | <i>techniques that make historical thinking explicit to pupils.</i>                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                 |          |                                                                  |
| 16 <sup>th</sup><br>October<br>AM | <p><b>ITAP 4 Subject-specific pedagogy and adaptive teaching — How do I deploy a subject-specific pedagogy effectively, and adapt my teaching to meet individual needs?</b></p> <p><b>Teaching pupils to work with historical evidence</b></p> <p><i>To understand how pupils develop evidential thinking through the careful analysis and evaluation of historical sources and how</i></p> | <p>Burn, K., Snelson, H. and Counsell, C. (2019) 'What's the wisdom on... Evidence and sources', <i>Teaching History</i>, 176, pp. 36–47.</p> <p>Wineburg, S. (2001) <i>Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past</i>. Philadelphia: Temple University Press</p> <p>EEF (2021) Special Educational Needs in Mainstream Schools guidance report. Education Endowment Foundation</p> | <p><b>Discuss:</b> How do you teach pupils to evaluate evidence rather than simply extract information from sources?</p> <p>How do support all students with their evidential thinking? Which scaffolds are most effective?</p> | Q3<br>Q6 | 3.3, 3.4, 3.5, 3.6, 3.10, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 4.1 |

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|                                     | <p><i>this can be made accessible to all.</i></p> <p><i>To apply research-informed approaches to planning lessons that develop pupils' evidential thinking</i></p>                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                             |          |                    |
| 23 <sup>rd</sup><br>October All Day | <p><b>Learning Outside the Classroom – Liverpool focus (Humanities)</b></p> <p><i>To evaluate how local heritage, museums and historical sites can enrich historical enquiry and curriculum planning.</i></p> | <p>Illingworth and Manners 'Using sites for insights: how historical locations can help teachers and students with the new history GCSE', <i>Teaching History</i>, Vol. 168, (2017), 58 – 66.</p> <p>Burn, K. and Todd, J. (2018) 'Right up my street: the knowledge needed to plan a local history enquiry', <i>Teaching History</i>, 170 (Historians Edition), pp. 50–60</p> <p>Bates, N. and Bowry, R. (2021) 'Building local history into the curriculum', <i>Teaching History</i>, 185, pp. 36–43.</p> | <p><b>Discuss:</b> What opportunities exist to use local history, museums, archives or fieldwork? How are visits planned to support historical enquiry?</p> | Q3<br>Q5 | 3.6, 3.7, 4.1, 8.2 |
| 6 <sup>th</sup><br>November AM      | <p><b>WWI Poetry: A History and English Collaborative Workshop</b></p> <p><i>To explore how interdisciplinary approaches can</i></p>                                                                          | <p>Poetry v History<br/><a href="https://www.iwm.org.uk/collections/item/object/80028968">https://www.iwm.org.uk/collections/item/object/80028968</a></p> <p>Poetry and Literature of WWI<br/><a href="https://www.iwm.org.uk/collections/item/object/80027343">https://www.iwm.org.uk/collections/item/object/80027343</a></p> <p><b>Student activity</b><br/>Collaborative session with history: lenses to examine war poetry, source analysis, sharing good practice</p>                                 | <p><b>Discuss:</b> How can your teaching benefit other parts of the school curriculum?</p>                                                                  | Q10      | 8.2                |

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|                                    | deepen pupils' historical understanding through literature.                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                  |                |                                                   |
| 6 <sup>TH</sup><br>November<br>PM  | <b>Environmental History</b>                                                                                                                                                                     | <p><b>Hawkey, K. (2023)</b> <i>History and the Climate Crisis: Environmental History in the Classroom</i>. London: UCL Press.</p> <p><b>Riley, M. and Kitson, A. (2024)</b> 'The potential of secondary history to respond to the current ecological and climate crisis', <i>Teaching History</i>, 194</p> <p><b>Hawkey, K., Worth, P., Rawlings, D. and Warner-Meanwell, D. (2024)</b> 'History and the climate crisis: Bristol history teachers explore environmental history in the classroom', <i>Teaching History</i>, 194.</p> | <b>Discuss:</b> Where does environmental history currently appear within your department's curriculum?                                           | Q3<br>Q5<br>Q6 | 2.2, 2.4, 3.2,<br>3.6, 3.7, 3.8,<br>4.1, 4.2, 8.2 |
| 13 <sup>th</sup><br>November<br>AM | <p><b>AS2 Briefing</b></p> <p><b>Retrieval practice (Humanities session)</b></p> <p>LO - To consider the different types of retrieval used in the humanities classroom and its effectiveness</p> | <p><b>Bird, J. (2024)</b> <i>Voices from the Classroom: Conceptual retrieval practice in the history classroom</i>. Education Endowment Foundation / NASBTT. <a href="#">Voices from the Classroom: Conceptual retrieval practice in the...   EEF</a></p> <p><b>Rawes, L. (2024)</b> 'Active learners: Classroom strategies for enhancing history teaching', <i>Primary History</i>. Historical Association</p>                                                                                                                      | <b>Observe:</b> What forms of retrieval are used in history lessons? How do they help pupils make connections rather than simply remember facts? | Q2<br>Q6       | 2.1, 2.2, 2.3,<br>F2.8, 2.9,<br>2.10, 4.4, 4.5    |
| 13 <sup>th</sup><br>November<br>PM | <b>Assessment beyond questioning: What does</b>                                                                                                                                                  | What's the wisdom on history assessment, TH, Vol. 185 (2021), 56 – 9.                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Analyse:</b> Look at examples of pupils' work. What does progression look like                                                                | Q2<br>Q7       | 6.1, 6.2, 6.3,<br>6.4, 6.5, 6.6,<br>6.7           |

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|                              | <p><b>progress in history look like? (Humanities session)</b></p> <p>LO - To consider the different types of assessment both formative and summative used in the humanities classroom and how they are used to evaluate pupil progress</p> |                                                                                                                                                                                                                                                                                        | in history? How does the department assess historical thinking?                                                             |                |                         |
| 20 <sup>th</sup> November AM | <p><b>Supporting the KS2 – KS3 Transition (Ailsa Fidler – Primary History Lead)</b></p> <p><i>To understand how curriculum continuity supports pupils' progression from primary to secondary history.</i></p>                              | <p>KS1 and KS2 History National Curriculum, <a href="#">National Curriculum - History key stages 1 to 2</a></p> <p>Fidler, A. (2022) 'History in England's primary schools: What do secondary history teachers need to know?', <i>Teaching History</i>, 188, September, pp. 42–47.</p> | <b>Discuss:</b> What prior knowledge do Year 7 pupils typically arrive with? How does your department build on KS2 history? | Q3<br>Q4<br>Q5 | 2.4, 3.1, 3.6, 3.8, 8.1 |
| 20 <sup>th</sup> November PM | <b>Approximations of Practice</b>                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                        | <b>Discuss and Apply:</b> Discuss one key idea or piece of feedback                                                         | Q9<br>Q10      | 8.1, 8.3, 8.4, 8.5      |

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|                                                | <i>To refine subject knowledge and pedagogical decision-making through deliberate practice and professional feedback.</i>                          |                                                                                                                                                                                          | you took away from the microteaching session and discuss how you can apply it to your classroom practice.                                                                                             |                            |                                   |
| 27 <sup>th</sup><br>November<br>All Day        | <b>National Archives Session</b><br><br><i>To explore how authentic historical sources can be used to develop enquiry and evidential thinking.</i> | National Archives: <a href="#">Education sessions and resources - The National Archives</a>                                                                                              | <b>Reflect with your mentor:</b> Following the National Archives visit, discuss one idea or resource you could incorporate into your teaching. How might it enrich pupils' understanding of the past? | Q3<br>Q5<br>Q6             | 3.1, 3.3, 3.4, 4.1, 8.2           |
| <b>Designing Powerful Historical Enquiries</b> |                                                                                                                                                    |                                                                                                                                                                                          |                                                                                                                                                                                                       |                            |                                   |
| 4 <sup>th</sup><br>December<br>AM              | <b>Building a coherent historical enquiry: The Middle Ages</b><br><br><i>To design coherent historical enquiries that integrate substantive</i>    | ‘What time does the tune start? Planning at Key Stage 3: Helping students see the bigger picture of the Middle Ages’, <i>Exploring and Teaching Medieval History</i> , (2018), 98 – 106. | <b>Analyse:</b> Review a unit of work together. Why has the department chosen this content, sequence and enquiry questions?                                                                           | Q2<br>Q3<br>Q4<br>Q5<br>Q6 | 3.2, 3.6, 3.7, 3.8, 4.1, 4.2, 5.1 |

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|                                           | <p><i>knowledge and disciplinary thinking.</i></p> <p><b>Teaching Medieval Women's History</b></p> <p><i>To evaluate how curriculum choices can broaden representation whilst maintaining disciplinary rigour</i></p>                                         | <p>End Sexism in Schools (2025) <i>The Great History Heist: Reclaiming women's place in the History curriculum</i>. Available at: <a href="https://drive.google.com/file/d/14Z1GE1ID5B9TTQ_MDKYftrS2M_h5It-i/view">https://drive.google.com/file/d/14Z1GE1ID5B9TTQ_MDKYftrS2M_h5It-i/view</a></p> |                                                                                                                                                                                                                                                                    |                         |                                |
| <p>4<sup>th</sup><br/>December<br/>PM</p> | <p><b>Enquiry-based learning and thinking skills</b></p> <p>LO - To explore how to effectively employ EBL learning in the classroom to promote deep historical thinking.</p> <p><b>AI and digital history</b></p> <p><i>To evaluate the opportunities</i></p> | <p>Roberts, M. (2013) <i>Geography Through Enquiry: Approaches to Teaching, Learning and Developing Thinking</i>. Sheffield: Geographical Association.</p>                                                                                                                                        | <p><b>Discuss:</b> How does your department use enquiry questions to promote deep historical thinking? What opportunities and challenges do you see for using AI and digital technologies to support historical enquiry while maintaining disciplinary rigour?</p> | <p>Q2<br/>Q3<br/>Q5</p> | <p>2.4, 3.6, 4.1, 4.4, 8.2</p> |

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|                                    | <i>and limitations of artificial intelligence and digital technologies in history education.</i>                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                         |                         |                                                            |
| 11 <sup>th</sup><br>December       | <b>Get That Job Conference</b>                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                         |                         |                                                            |
| 18 <sup>th</sup><br>December<br>AM | <p><b>Applying for your first history teaching position</b></p> <p><i>To prepare for successful entry into the teaching profession.</i></p> <p><b>What does excellent teaching look like in KS4?</b></p> <p><i>To explore how pupils can be supported to write analytically and think historically at GCSE.</i></p> | <p>DfE, (2014) GCSE History <a href="#">GCSE History - proofed (publishing.service.gov.uk)</a></p> <p>Acquaint yourself with the main exam board GCSE specifications (AQA, OCR, Edexcel, Eduqas)</p> <p>Dickson, 'Managing the scope of study: is it as easy as Key Stage 3?', <i>Teaching History</i>, Vol. 168, (2017), 37 – 45.</p> | <p><b>Discuss:</b> How does teaching change between KS3 and GCSE? What knowledge and disciplinary demands increase?</p> | <p>Q3<br/>Q5<br/>Q7</p> | <p>3.1, 3.2, 3.6,<br/>3.8, 4.1, 4.2,<br/>6.1, 6.2, 6.4</p> |
| 18 <sup>th</sup><br>December<br>PM | <p><b>What makes an outstanding history lesson, designing a</b></p>                                                                                                                                                                                                                                                 | <p>Lee, P. and Shemilt, D. (2003) 'A scaffold, not a cage: Progression and progression models in history', <i>Teaching History</i>, 113, pp. 13–23.</p>                                                                                                                                                                                | <p><b>Discuss:</b> How does your department ensure progression in substantive</p>                                       | <p>Q3<br/>Q5</p>        | <p>3.6, 3.7, 3.8,<br/>4.1, 8.2</p>                         |

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|                                                            | <p><b>coherent Key Stage Curriculum and using recent scholarship in classroom planning</b></p> <p><i>To understand how coherent curriculum design and contemporary scholarship inform excellent history teaching.</i></p>  | Counsell, C. (2018) 'Taking curriculum seriously', <i>Teaching History</i> , 170, pp. 60–67.                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | knowledge and disciplinary understanding across KS3?                                                                                   |                |                                 |
| <b>Teaching Complex, Sensitive and Contested Histories</b> |                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                        |                |                                 |
| 26 <sup>th</sup><br>February<br>AM                         | <p><b>Whose history gets taught? Decolonisation and representation in the history curriculum</b></p> <p><i>To critically evaluate issues of representation, diversity and curriculum choice within school history.</i></p> | <p>Cusworth, 'Putting black into the Union Jack: weaving Black history into the Year 7 to 9 curriculum', <i>TH183</i>, (2021), 20 – 26.</p> <p>Teaching History Edition on Race, Vol. 183, (2021) – particularly Dan Lyndon Cohen, 'Decolonise don't diversify', <i>Teaching History</i>, Vol. 183, (2021), 50 – 57.</p> <p>Nick Denis, 'Beyond tokenism: diverse history post-14', <i>Teaching History</i>, Vol. 165, (2016).</p> <p>Hannah Elias and Martin Spafford, 'Teaching Britain's Civil Rights history', <i>Teaching History</i>, Vol. 185, (2021), 10 -21.</p> | <b>Discuss:</b> How does your department ensure a diverse and representative history curriculum? What challenges have you encountered? | Q1<br>Q3<br>Q5 | 1.5, 1.6, 3.6,<br>3.7, 5.1, 8.2 |

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| 26 <sup>th</sup><br>February<br>PM | <b>Solutions Not Sides – Guest Speaker</b><br><br><i>To develop confidence in facilitating balanced discussion around contested historical and contemporary issues</i>             | Hess, D.E. (2009) <i>Controversy in the Classroom: The Democratic Power of Discussion</i> . New York: Routledge.                                                                                                                                                                                                                                                      | <b>Observe or discuss:</b><br>How are sensitive or controversial issues managed in history lessons? How are balanced discussions encouraged? How do you maintain impartiality whilst encouraging thoughtful classroom discussion?              | Q1<br>Q3<br>Q5 | 1.2, 1.5, 1.6,<br>8.2, 8.4 |
| 5 <sup>th</sup> March<br>AM        | <b>Race Relations Resource Centre and Education Trust Visit</b><br><br><i>To explore effective approaches to teaching race, migration and identity through historical enquiry.</i> | <a href="#">Race Archive – Ahmed Iqbal Ullah Race Relations Resource Centre and Education Trust</a><br><br>Olusoga, D. (2016) <i>Black and British: A Forgotten History</i> . London: Macmillan.                                                                                                                                                                      | <b>Reflect with your mentor:</b> Following the Race Relations Resource Centre visit, discuss one idea, resource or historical narrative you could incorporate into your teaching. How might it enrich pupils' understanding of Britain's past? | Q1<br>Q3<br>Q5 | 1.5, 3.6, 3.7,<br>8.2      |
| 5 <sup>th</sup> March<br>PM        | <b>Preparation for Holocaust Education Day</b><br><br><i>To understand the pedagogical principles</i>                                                                              | What do students know and understand about the Holocaust?'<br><a href="https://www.ucl.ac.uk/ioe/research-projects/2022/jan/what-do-students-know-and-understand-about-holocaust-evidence-english-secondary-schools">https://www.ucl.ac.uk/ioe/research-projects/2022/jan/what-do-students-know-and-understand-about-holocaust-evidence-english-secondary-schools</a> | (See below)                                                                                                                                                                                                                                    | Q3             | 3.1, 5.1, 8.2              |

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|                                   | <i>underpinning effective Holocaust education.</i>                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                     |                |                         |
| 12 <sup>th</sup> March<br>all day | <p><b>Holocaust Education Day</b></p> <p><i>To deepen substantive and disciplinary understanding of Holocaust education.</i></p> <p><i>To evaluate classroom approaches to teaching sensitive and complex histories.</i></p> | <p>IHRA – Recommendations for Teaching and Learning about the Holocaust <a href="https://www.holocaustremembrance.com">Recommendations for Teaching and Learning about the Holocaust   IHRA (holocaustremembrance.com)</a></p> <p>Nickolas Wachmann ‘Rethinking the Holocaust’, in HA (2019), <i>Exploring and Teaching Twentieth Century History</i>, p.66 – 71.</p> <p>Parliamentary Education Select Committee Report on Holocaust Education 2016</p> <p>Teaching History Special Holocaust edition<br/><a href="http://www.holocausteducation.org.uk/">http://www.holocausteducation.org.uk/</a></p> <p><a href="https://www.theholocaustexplained.org/">https://www.theholocaustexplained.org/</a></p>                                           | <b>Discuss:</b> What principles underpin the department's approach to Holocaust education? How do they avoid common misconceptions? | Q1<br>Q3<br>Q5 | 1.5, 3.1, 3.7, 5.1, 8.2 |
| 19 <sup>th</sup> March<br>all day | <p><b>Teaching the British Empire: World Museum Visit</b></p> <p><i>To evaluate scholarship and pedagogy that supports balanced and rigorous teaching of the British Empire.</i></p>                                         | <p>Pettigrew, A., Todd, J. and Whitburn, R. (2026) <i>Teaching about the British Empire, migration, and belonging: a research-led strategy for secondary education in England</i>. Oxford: University of Oxford and UCL Institute of Education. Available at:<br/><a href="https://ora.ox.ac.uk/objects/uuid:05703bb6-b2ca-4fb5-a893-debe042d3a33">https://ora.ox.ac.uk/objects/uuid:05703bb6-b2ca-4fb5-a893-debe042d3a33</a></p> <p>Donington, K., Mohamud, A., Whitburn, R. and Draper, N. (2025) <i>Teaching slavery: New approaches to Britain’s colonial past</i>. London: UCL Press.</p> <p>Buxton, J. and Phillips, R. (2018) ‘Teaching controversial histories: The case of the British Empire’, <i>Teaching History</i>, 172, pp. 16–25.</p> | <b>Analyse:</b> Review the department's resources. How are different perspectives represented when teaching empire?                 | Q1<br>Q3<br>Q5 | 1.5, 3.6, 3.7, 8.2      |

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|                                    | <i>To explore how museums and collections can support critical teaching about empire.</i>                                                                                                                                                                                                     | <p>Toby Green ‘What have historians been arguing about... African History in the precolonial period, <i>TH</i>, Vol. 181, (2020), 26-27.</p> <p>Mohamud and Whitburn, ‘What is history? Africa and the excitement of sources with Year 7’, <i>TH</i>, Vol. 181, (2020), 17 - 25.</p> <p>Garry, Broadening and deepening narratives of Benin for Year 8, <i>TH</i>, Vol. 183, (2021), 32 – 43.</p> <p>Bailey-Watson and Kennett, ‘Meanwhile, elsewhere’, <i>TH</i>, Vol. 176, (2019), 36 – 43.</p>                                                                                                                                                                                 |                                                                                                                                                                |          |                    |
| <b>Becoming a Curriculum Maker</b> |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                |          |                    |
| 16 <sup>th</sup> April<br>all day  | <p><b>Bringing local history alive through archives - Central Archives Visit</b></p> <p><i>To explore how local archives can enrich historical enquiry and curriculum design.</i></p> <p><i>To design curriculum opportunities that make effective use of local historical resources.</i></p> | <p>Richards, S. (2023) ‘Archival research with high school students and school history: An example of signature pedagogy through project- and place-based learning’, <i>Teaching History: A Journal of Methods</i>, 8(1), pp. 1–18. Available at: <a href="https://openjournals.bsu.edu/teachinghistory/article/view/4128">https://openjournals.bsu.edu/teachinghistory/article/view/4128</a></p> <p>Strand, H. (2025) ‘Putting the past in place: meetings with local archives in history education’, <i>History Education Research Journal</i>. Available at: <a href="https://discovery.ucl.ac.uk/id/eprint/10218658/">https://discovery.ucl.ac.uk/id/eprint/10218658/</a></p> | <b>Observe or plan:</b><br>Identify an opportunity to use authentic historical sources in one of your lessons. How will pupils engage with them as historians? | Q3<br>Q5 | 1.5, 3.6, 3.7, 8.2 |

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| 23 <sup>rd</sup> April<br>AM      | <b>Teaching the Ancient World – Classics for All Speaker (History and English)</b><br><br><i>To explore approaches to teaching the ancient world through disciplinary enquiry and cross-curricular collaboration.</i> | <p>Goodman, P.J. (2017) 'Bridging the gap: teaching and studying Ancient History and Classical Civilisation from school to university', <i>Journal of Classics Teaching</i>, 18(35), pp. 74–81</p> <p>Holmes-Henderson, A. (2025) 'Celebrating Classical Civilisation and Ancient History in British Secondary Education', <i>Classics for All Reading Room</i>, 19 December <a href="#">Celebrating Classical Civilisation and Ancient History in British Secondary Education   classicsforall.org.uk</a></p> <p><a href="#">Teaching resources   Department of Classics and Ancient History   University of Bristol</a></p>                                                                                                                                                                                                                                                | <b>Discuss:</b> How does your department approach teaching the ancient world? What challenges arise when pupils have little prior knowledge? | Q3<br>Q5             | 3.1, 3.6, 8.2                |
| 23 <sup>rd</sup> April<br>PM      | <b>What does excellent history teaching look like at KS5?</b><br><br><i>To understand how historical thinking develops through advanced study and independent scholarship</i>                                         | <p>DfE (2014) History GCE AS and A level subject content for history <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/302102/A_level_history_subject_content.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/302102/A_level_history_subject_content.pdf</a></p> <p>Fordham on A-Level <a href="https://clioetcetera.com/2018/04/08/why-cant-undergraduate-historians-read-and-write/">https://clioetcetera.com/2018/04/08/why-cant-undergraduate-historians-read-and-write/</a></p> <p>Paula Worth, 'Helping post-16 students to make judgements about an historian's construction of argument', TH170, (2018), 16 – 21.</p> <p>Orth, Lacey and Smith, 'Achieving higher-order thinking skills with a chorus of sixth-form pupils', TH159, (2015), 50 – 57.</p> | <b>Observe:</b> If possible, observe an A Level lesson. How does historical thinking differ from KS3 and GCSE?                               | Q2<br>Q3<br>Q5<br>Q7 | 3.1, 3.6, 4.1, 6.1           |
| 30 <sup>th</sup> April<br>All Day | <b>Curriculum planning, evaluation and improvement</b>                                                                                                                                                                | <p>Ofsted (2021) <i>Research review series: History</i>. Manchester: Ofsted. Available at: <a href="https://www.gov.uk/government/publications/research-review-series-history">https://www.gov.uk/government/publications/research-review-series-history</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Reflect with your mentor:</b> Looking back across the year, how has your understanding of                                                 | Q2<br>Q3<br>Q5<br>Q7 | 3.6, 3.7, 3.8, 8.1, 8.2, 8.4 |

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|  | <p><b>(Humanities session)</b></p> <p><i>To evaluate the coherence, ambition and inclusivity of history curricula.</i></p> <p><i>To refine curriculum plans using research evidence, disciplinary thinking and reflective evaluation.</i></p> | <p>Rich encounters with the past: history subject report<br/> <a href="https://www.gov.uk/government/publications/subject-report-series-history/rich-encounters-with-the-past-history-subject-report">https://www.gov.uk/government/publications/subject-report-series-history/rich-encounters-with-the-past-history-subject-report</a></p> <p>Counsell, C. (2018) 'Taking curriculum seriously', <i>Teaching History</i>, 170, pp. 60–67.</p> | <p>planning a coherent history curriculum changed? What principles will shape your own curriculum in the future?</p> |  |  |
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