

Curriculum – History

Curriculum questions – preparation/introductory	Curriculum questions - development	Curriculum questions – enhancement/extending.	Secondary development tasks
Curriculum, Substantive Knowledge, and Misconceptions			
<p>Have you identified the key features of the History curriculum in the school, the rationale behind the curriculum and the link between the school's curriculum materials and individual lessons?</p> <p>Can you identify the substantive knowledge that is included across the curriculum?</p> <p>How are misconceptions prepared and planned for within the curriculum?</p> <p>How secure is your subject knowledge for the lessons you are going to deliver?</p>	<p>How has your understanding of the History curriculum developed? Is the rationale behind the curriculum plan and the links between topics clearer?</p> <p>Can you describe how substantive knowledge is developed across schemes of work?</p> <p>Can you identify the strategies that expert colleagues use to help identify and correct pupils' misconceptions?</p> <p>What strategies have you used to continue to improve your subject knowledge?</p>	<p>What are the key influences and intent behind the curriculum choices? Can you explain the sequencing and decisions behind the curriculum creation?</p> <p>Provide examples of how substantive knowledge is turned into knowledge transforming activities.</p> <p>Provide examples of the strategies that you have used to identify and correct pupils' misconceptions.</p> <p>What gaps do you still have in your subject knowledge? How are you going to continue to fill that gap?</p>	<ul style="list-style-type: none"> • Lesson observations focussing on each aspect. • School-based reflective task 4: Subject & Curriculum.
Chronology			
<p>What historical periods do pupils need to be aware of for the current scheme of work they are learning about?</p> <p>Can you identify how teachers support pupils in building a sense of time and place?</p>	<p>How can you develop pupils' chronological understanding? What teaching strategies can be used to do this?</p> <p>What strategies have you used to develop pupils' sense of time and place? How is 'world-building' built into the scheme of work?</p>	<p>Create a teaching resource to improve pupils' chronological understanding.</p> <p>Create a teaching resource to improve pupils' sense of time and place. Consider how to 'world-build' across a scheme of work.</p>	

Historical Substantive Concepts and Language

Can you identify the substantive concepts within the curriculum and individual schemes of work?	Can you identify how substantive knowledge and disciplinary concepts are developed across the curriculum?	Provide examples of substantive concepts that you have covered within lessons and what strategies you have used to ensure sound pupil understanding.	
What literacy skills are needed in history?	What teaching strategies can be used to improve pupil literacy?	How will you help pupils develop their literacy skills within history lessons? What teaching strategies support the development of this?	
What is the Tier 2 and Tier 3 language that is needed for specific history lessons?	How have your expert colleagues taught Tier 2 and Tier 3 language to their pupils?	What strategies do they use to ensure that pupils are secure with Tier 2 and Tier 3 language?	
Why is oracy important in the history classroom?	What impact can oracy have on pupils in the history classroom?	What teaching strategies can be developed using oracy within the history classroom?	

Historical Disciplinary Concepts

<p>Identify the definition of the following disciplinary concepts.</p> <ul style="list-style-type: none"> -Cause and Consequence -Change and Continuity -Similarity and Difference -Historical Significance -Historical Evidence 	<p>Observe your expert colleagues - How is the mastery of disciplinary concepts prepared and planned for within the curriculum? How are these disciplinary concepts covered within lessons?</p> <p>How are pupils encouraged to develop disciplinary knowledge?</p> <p>What misconceptions does pupils often develop regarding one of these disciplinary concepts?</p>	<p>What teaching strategies have you implored to teach disciplinary concepts? How are these threaded throughout your lessons?</p> <p>How do you pre-empt and prepare for misconceptions around disciplinary concepts?</p>	<p>Read designated articles on the Historical Association based upon the delivery of these disciplinary concepts. Reflect on how ideas can be implemented into your lessons.</p>
---	--	---	--

Historical Enquiry, Evidence, and Interpretations

How is historical enquiry embedded within the scheme of work? What enquiry questions are used to shape academic history?	How are enquiry questions linked with disciplinary concepts? What impact does this have on pupil outcomes?	Design and create your own enquiry questions based on a disciplinary concept and area of history. Map out how the concept and substantive knowledge will be learnt by pupils.	
--	--	---	--

<p>What is the value of using historical scholarship within history teaching? Why is important for pupils to know the job and work of a historian?</p> <p>How do you improve pupil understanding of the use of historical evidence?</p> <p>How are historical interpretations embedded within a history curriculum?</p>	<p>How is historical scholarship embedded within the curriculum design?</p> <p>Discuss with pupils how evidence is used to make historical claims.</p> <p>Observe how colleagues teach historical interpretations; how do pupils understand how and why there are contrasting arguments and interpretations of the past?</p>	<p>Design and implement historical scholarship into your teaching. Evaluate the impact on pupil understanding.</p> <p>Design lessons drawing upon historical evidence; consider how pupils become informed of the work of the historian.</p> <p>Create and teach a series of lessons on historical interpretations; ensure to cover how and why contrasting arguments and interpretations of the past have been constructed.</p>	
Pedagogy in the History classroom			
<p>Can you identify how retrieval practice is used within the history lessons that you have observed?</p> <p>Give an example of when you have used modelling to help explain a substantive concept?</p>	<p>Give an example of when you have used retrieval practice and it has helped support learning.</p> <p>How have you developed your modelling to better fit the substantive concept you are explaining?</p>	<p>How can you use spaced reviews and retrieval practice to improve learning in history?</p> <p>How can you make modelling more useful for learning about substantive concepts?</p>	