# MENTOR DEVELOPMENT: Understanding the ITE Partnership Curriculum

## History

Subject rationale

To prepare BSTs to teach knowledge of the past from local, national and global perspectives, recognising that this contributes to pupils’ sense of identity and enables them to understand and appreciate diverse cultural traditions, supporting our commitment to social justice. An understanding of the substance of history and its chronology is emphasised, as are the disciplinary concepts (of similarity and difference, change and continuity, cause, consequence and significance) and processes (including historical enquiry) that underpin thinking historically and the planning and teaching of history lessons which support pupils in these endeavours.

## **Sequencing the subject for each phase**

Phase 1: BSTs explore primary and early years history, firstly in the context of a local study of Bath, and then through an exploration of Evacuation in Britain during WWII. BSTs learn that pupils’ substantive knowledge of past people, places and events can be developed through the creative exploration of historical narratives, personal accounts and heritage sites. They learn to recognise the substantive concepts such as ‘ancestor’, ‘evacuee’, ‘king’ or ‘invader’ which permeate children’s understanding of the past and learn to develop understanding of these to make history more accessible to pupils. BSTs are also taught to engage pupils in historical enquiry by supporting them to ask historically valid questions and to seek answers using archival, written and physical sources and by creating their own historical interpretations and accounts. BSTs are introduced to the disciplinary concepts of ‘change and continuity’ and ‘similarity and difference’ and consider how these can be used to deepen historical understanding.

Phase 2: BSTs learn how chronological understanding begins in the early years through an exploration of personal and family history and develops across the key stages as pupils identify themes and trends over time and learn the broad characteristics of periods (OfSTED, 2021). Through an investigation of Baghdad c. AD 900, BSTs consider how history lessons might be sequenced, the affordances of visual sources as evidence for historical enquiry and expand their repertoire of disciplinary concepts to include ‘cause’ and ‘significance’.

### How mentors can support BSTs in school

* ​​​​​​​Through discussing planning and observing expert colleagues teaching history, consider what pupils learn about the past (substantive knowledge) in individual lessons and over sequences. Discuss the ‘substantive concepts’ that pupils need to understand in order to make sense of what they learn; for example, ‘ancestor’, ‘evacuee’, ‘king’ or ‘invader’.
* Consider what should be expected of pupils in the year group they are teaching, making use of national curriculum and early years expectations, as appropriate.
* Consider pupils’ opportunities to engage with ‘disciplinary concepts’ including similarity and difference, change and continuity, cause, consequence and significance. This should include opportunities to explore how historians have thought about these ideas.
* Discuss how pupils are supported to understand disciplinary processes such as historical enquiry including how to ask historically valid questions and to answer these using sources and evidence, how to make interpretations about the past and to construct historical accounts. This should include studies of how historians have investigated the past as well as engaging pupils in their own enquiries.
* Consider how pupils’ understanding of chronology is developed. This may begin by exploring ‘now’ and ‘the past’ in familiar family and narrative contexts and develop as pupils gain increasingly sophisticated understandings of historical periods, ways of labelling these and how periods relate.
* Consider how expectations can be adapted to children’s differing starting points and rates of learning, including through consideration of prior knowledge, modelling, scaffolding, pupil grouping and metacognitive strategies (adaptive teaching) as well as support for learners with SEND or those learning English as an additional language.

### Indicative open access reading

1. Bryom, J. (2015) Progression in History under the 2014 National Curriculum - A Guide for Schools. Historical Association. Available at: [Progression\_in\_History\_under\_the\_2014\_National\_Curriculum.pdf (exeter.ac.uk)](https://www.exeter.ac.uk/v8media/recruitmentsites/documents/itedocuments/pre-courseinformation/Progression_in_History_under_the_2014_National_Curriculum.pdf)
2. Ofsted (2021) Research review series: history. Ofsted, Crown copyright. Available at: [Research review series: history - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history)