



Welcome to the Secondary PGCE History course 2022-23 at the University of Exeter. We very much look forward to seeing you in the autumn. Because the course is very intensive it is important to get started as soon as possible, particularly in terms of filling gaps in your subject knowledge and familiarising yourself with key documents. In order to help you get started we will be writing to you in due course with one or two tasks designed specifically with your subject knowledge needs in mind. In the meantime, however, you should familiarise yourself with some of the key documents and texts that we will be using throughout your training year.

Getting to know curricular documentation:

Download copies of these key documents:

- a) The National Curriculum for History (for teaching from Sept 2014)

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

- b) The HA's Guide to Progression in History under the 2014 National Curriculum

(this document can be found at <https://www.exeter.ac.uk/teachertraining/offerholders/pre-courseinformationandtasks/secondarypre-coursetasks/>)

After reading these two documents, please write up to two sides of A4 in answer to the following questions:

1. How would you summarise the key aims of school History as set out in these documents?
2. What understanding of the nature and purpose of History do you feel underpins these aims?
3. To what extent do the visions of History in these documents cohere with your own?

Please have this piece ready to share during the first week of the course.

Recommended reading:

You will receive an extensive reading list when you begin the course. In the meantime, you might want to consider borrowing or buying one of these general books about teaching history in secondary schools:

Kitson, A. and Husbands, C., (2011) *Teaching and Learning History 11-18*, OUP: Maidenhead

Haydn, T. (ed), (2008) *Learning to Teach History in the Secondary School*, Routledge: London

Counsell, C. (ed), (2016) *MasterClass in History Education: Transforming Teaching and Learning* Bloomsbury: London

The following books are particularly useful for introducing you to some of the wider, more theoretical aspects of learning to teach history:

Cannadine, D., Keating, J. & Sheldon, N. (2011) *The Right Kind of History*, Palgrave Macmillan: London

Davies, I. (ed) (2011) *Debates in History Teaching*, Routledge: London

Subject (content) knowledge reading:

For filling in any specific gaps in your subject knowledge of key periods, the *Oxford Very Short Introductions* series are a good place to start, as are the Hodder and Stoughton *Access to History* series. The HA's podcasts are also invaluable.

Historical Association:

If you haven't already joined the Historical Association then I strongly recommend that you do so as soon as possible. Membership information can be found at www.history.org.uk. We are particularly interested in

their journal *Teaching History*, a priceless bank of both theory and practice. You will also gain access to lots of useful material via their website which will help you to develop your subject knowledge.

Twitter:

Twitter can also be a useful way to share resources and keep up-to-date with educational issues, policy and debates and there are many current practitioners sharing excellent material. Feel free to follow me at @Miggins_Pies in order to see a list of useful historians and educators to add to your follow list.

I will be in touch again in the early summer. Until then, if you have any questions, please do not hesitate to get in touch.

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