

## Secondary PGCE History



Welcome to the Secondary History PGCE at Roehampton!

### Developing your subject knowledge

- A. Developing your knowledge of approaches to the curriculum and to pedagogy in History through observation. Watch these two lessons online.

<https://classroom.thenational.academy/lessons/the-first-barons-war-and-magna-carta-6cwkgf>

From

<https://teachers.thenational.academy/subjects/history>

[Causal reasoning with year 9](#)

### Make some brief notes in response to these questions for each of the lessons you watch.

What is the structure of the lesson? What is the role of the teacher in the lesson?

What is the lesson about? What is the role of the pupil taking part in this lesson?

What would a pupil learn?

### Critical reflection.

What is most memorable or impressive about this lesson?

Thinking back to lessons you have observed or experienced, is there anything missing?

What other approaches to teaching would you be keen to include? Is there anything else you might want pupils to learn? Why?

We will discuss during a Subject session in September.

- B. Use your subject audit and the separate reading list provided to begin developing your **substantive historical knowledge**. Substantive knowledge means knowledge of the topics commonly taught in schools. To receive your copy email Ali Messer [A.Messer@roehampton.ac.uk](mailto:A.Messer@roehampton.ac.uk)
- C. Essential reading for **History Subject studies**

**Historiography** ( revisit at least one of the following)

Eddo-Lodge, Reni (2018) Why I'm No Longer Talking to White People About Race

Evans, R In defence of History (1997/2000 or later plus afterword) London, Granta Jordanova, L History in practice (2000/2006) London, Bloomsbury

Megill, Allan (2007) Historical Knowledge, Historical Error: A Contemporary Guide to Practice University of Chicago Press

Tosh, J.(2008) Why History Matters Basingstoke, Palgrave Macmillan

Trouillot Michel-Rolph (2015/ 1995) Silencing the Past: Power and the Production of History

**Teaching History** (buy at least one of these)

Counsell, C, Burn, K and Chapman, A. (2016) Masterclass in History Education. London: Bloomsbury.

**Davies I (2017 Second edition) Debates in History teaching. London: Routledge. Recommended.**

Ercikan, K & Seixas, P (Eds (2015): New directions in assessing historical thinking London, Routledge  
Harris, R, Burn, K and Woolley, M, 2013 The Guided Reader to Teaching and Learning History London, Routledge

Haydn, T, 2012 Using New Technologies to Enhance Teaching and Learning in History

Seixas, P, Morton, T (2013) The Big Six Historical Thinking Concepts Nelson

**Research into learning in History**

Chapman, A and Cooper, H (2009 ) Constructing History 11-19 Sage

Wineburg, Sam (2018) Why Learn History when its already on your phone

(Library has a good number of e books which we recommend from September).

**Novels**

Noughts and Crosses series by Malorie Blackman

Once series by Morris Gleitzman

1984 by George Orwell

The curious incident of the dog in the night time by Mark Haddon