

History PGCE Pre-course tasks

Before the start of the PGCE course we would like you to complete two pre-course tasks. The first is designed to encourage you to think carefully about your own learning experiences in history and the second is designed to allow you to share and practise communicating an area of subject knowledge expertise.

Task 1: “How I learnt History”

Length: 800-1000 words

Submission Date: First day of the course. Please bring an electronic copy to upload to our Ms Teams site.

In this short piece of writing we would like you to reflect upon your own learning in history. This thinking will be the first step in helping you to begin to understand other people's learning, including school students. Personal reflection is often the best starting point from which to consider 'learning' and the complex issues around it.

The following questions are intended to act as prompts only (you do not have to try and answer all the questions within each section). Each of you will have very different stories to tell.

What we are looking for is a coherent piece of writing that is well structured, well presented, appropriately referenced and which portrays your learning experiences of history to date.

Early encounters with history

- What are your earliest recollections of learning history, not just at school?
- Did you enjoy learning history/ what kind of history did you learn about/ how did you learn it?

School history

- How were you taught history at secondary school?
- What kind of history did you learn?
- What types of resources were used to help you learn?
- What type of learning activities do you recall taking part in and were they enjoyable/not enjoyable?
- What were your history teachers like?
- What other factors in school helped or hindered your ability to learn history?
- If you were a successful learner of history, what qualities did you possess that assisted you in this.

History at degree level

- How did the transition from school to university effect/ influence your ability to learn?
- What new history did you learn in university that you had not encountered in school?
- Which elements of history did you find interesting/ difficult/ uninteresting?
- How were you taught history at university level and how effective were some of the approaches used?
- Which texts/academic authors most influenced your appreciation of history?

History outside the formal context

- How have you learned history outside the formal context of schooling?
- What experiences have you had that have influenced your understanding of what history is and what it means to you?
- What is the purpose of learning history?
- How has this task helped you to think about teaching history?

Recommended reading:

You will wish to draw on the texts recommended in our pre-course reading task relating to history as a discipline and history education in practice.

Through this writing you will demonstrate:

- an understanding of your own learning within history
- a capacity to integrate into your writing ideas from the literature around the purposes of history as a discipline and school subject
- the ability present a coherent, well-structured carefully presented piece of writing: logical and coherent, and care taken with spellings, punctuation and grammar

Task 2: My History Passion

We would like you to record a short presentation (5 minutes maximum) as a Podcast/ VLOG on an aspect of history you find exciting and fascinating and believe should be on the history curriculum. Save your presentation as an MP3 or MP4 file ready to upload to our Ms Teams site on the Monday of the first full face-to-face week of the PGCE.

As part of the presentation, you should introduce a source that you would use hook pupils into that period, explaining what is so illuminating about that evidence. Your objective is to enthuse your new PGCE colleagues about your historical passion!

As part of your pre-course subject knowledge enhancement preparation, we recommended that you should read **Susannah Lipscomb and Helen Carr's *What is History, Now? (2021)***. This book explores many aspects of the 'new' historiographical debate which is influencing curriculum construction in school history. Select and read the chapter that best relates to your chosen presentation topic – recommendations of specific chapters you may find helpful can be found in the pre-course reading list. Include in your presentation a brief discussion of how reading this chapter has led you to reappraise/ influenced your thinking about your chosen topic.

Copies of this book can be accessed via the DLRC (Jubilee Campus Library) at D16.8.W4. A kindle eBook version is available currently on the internet for 99p.