

## Liverpool John Moores University

Title: SUBJECT PEDAGOGY IN HISTORY  
Status: Definitive  
Code: **7116SHIS** (124659)  
Version Start Date: 01-08-2019  
  
Owning School/Faculty: Education  
Teaching School/Faculty: Education

Team	Leader
Stephanie Ruth Slater	Y

**Academic Level:** FHEQ7  
**Credit Value:** 20  
**Total Delivered Hours:** 62  
**Total Learning Hours:** 200  
**Private Study:** 138

### Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	25
Off Site	6
Online	10
Tutorial	1
Workshop	20

**Grading Basis:** 50 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	(4000 words equivalent)	100	

### Aims

*To enable students to have a critical understanding of the nature of History in schools and colleges.*

*To enable students to analyse how History is taught in the 11-16 and/or 14-19 sectors.*

*To enable students to investigate the development of learners' understanding and*

*barriers to learning History.*

*To enable students to critically evaluate strategies which promote learning in History.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Demonstrate systematic knowledge and understanding of fundamental concepts in History as they relate to the 11-16 and/or 14-19 sectors
- 2 Critically analyse learners' conceptual understanding of History
- 3 Interrogate research literature to provide a critique of pedagogy in History
- 4 Articulate complex ideas using appropriate language and style

## **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

Essay	1	2	3	4
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## **Outline Syllabus**

*The National Curriculum and frameworks and initiatives relating to History in the 11-16 and/or 14-19 sectors.*

*Approaches to pedagogy in History.*

*Current research and policies on learning, teaching and assessment applicable to History in the 11-16 and/or 14-19 sectors.*

*Strategies/activities to use ICT to enhance teaching and learning in History.*

*Effective learning within History.*

*Issues in development of learning in secondary learners with reference to History.*

*Strategies for investigating and critically evaluating research literature.*

*Carrying out small-scale investigation into learning.*

## **Learning Activities**

Key theoretical/policy perspectives, along with an overview of learner development and individual needs will be addressed in lectures.

Seminars and workshops/practical activities will provide opportunities to evaluate learning, teaching and assessment activities within History.

A series of school based activities will enable students to observe, practice, evaluate and reflect upon different approaches and strategies for teaching and assessing History.

Support will be provided to enable students to develop their critical, analytical and evaluative skills in relation to their own approaches to learning, teaching and assessment within History and to review subject focused literature.

Online activities will support and enhance student learning and engagement.

## **Notes**

The module uses a critical perspective to develop understanding of learning and teaching History. This module will enable students to practice and critically analyse and evaluate different strategies and approaches to learning, teaching and assessment in History related to theoretical input for the 11-16 and/or 14-19 age range.