**Preparation for the History PGCE course starting September 2024**

Welcome to the Bristol History PGCE course. This pack will help you to prepare for September. It is intended to help you to build your knowledge and understanding of history as a school subject, and to get you thinking and excited about starting to teach history. We look forward to meeting you again in September. If you have questions do get in touch.

David Rawlings & Jayne Prior

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PS. If for any reason you have decided not to take your place on the History PGCE (we really hope not) then do please let us know as soon as possible – it is a huge disruption for a lot of people if we have to fill a place as late as August.

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**Deadlines:**

The pack has four sections with a task at the end of each section. During the early weeks of the PGCE, we will be drawing from your responses to the four tasks so please ensure that you have completed the tasks. **Tasks 1, 2, and 4 should be emailed as an attachment to** [**david.rawlings@bristol.ac.uk**](mailto:kate.hawkey@bristol.ac.uk) **no later than Monday 2nd September 2024. Task 3 will be explored in a subject session in September.**

**Please note: instructions about the primary school placement and report are sent separately.**

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**SECTION 1: Developing a Subject Profile**

At interview you will have identified areas where you would benefit from developing your subject knowledge. Before you start on the PGCE, you should start keeping an electronic record of the ways in which you are addressing gaps in your subject knowledge (see the enclosed subject profile and create your own electronic record from this). There are many ways of doing this, ranging from reading books, novels, and articles through to podcasts and watching films and TV documentaries. An excellent place to start is reading key stage 3 textbooks.

**TASK 1: Please keep a record of the ways in which you are developing your subject knowledge before you start the course. This should be emailed as an attachment to** [**david.rawlings@bristol.ac.uk**](mailto:kate.hawkey@bristol.ac.uk) **no later than Monday 2nd September 2024.**

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| Area of subject to develop | Strategy used to improve subject knowledge |
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**SECTION 2: Read some novels**

Good history teachers are well-read in quality literature whether classic texts written during the period or more modern ‘historical fiction’. They continue reading throughout their career, challenging their own ideas with new perspectives. Good novels provide a unique access to past worlds and to debates about how that past has been represented. Throughout your career you will often find yourself drawing upon novels both as sources from the past and as modern interpretations of it.

Here is the list of novels from which we would like you to select your minimum of 3:

Chinua Achebe Things Fall Apart

Monica Ali Brick Lane

Jane Austin Pride and Prejudice OR Mansfield Park

John Banville Doctor Copernicus

Pat Barker Regeneration trilogy

Charlotte Bronte Jane Eyre

Kevin Crossley-Holland The Seeing Stone

Charles Dickens A Tale of Two Cities

George Eliot Adam Bede OR Middlemarch

J.G.Farrell Troubles OR The Siege of Krishnapur

Sebastian Faulks Birdsong

E.M. Forster A Passage to India

Amitav Ghosh The Glass Palace

Thomas Hardy Jude the Obscure OR Tess of the D’Urbervilles

Cynthia Harnett The Wool Pack

Ernest Hemingway A Farewell to Arms

Khaled Hosseini The Kite Runner OR A Thousand Splendid Suns

Aldous Huxley Brave New World

P.D. James Children of Men

Judith Kerr When Hitler Stole Pink Rabbit

Barbara Kingsolver The Poisonwood Bible

Kazuo Ishiguro An Artist of the Floating World OR Remains of the Day

D.H. Lawrence The Rainbow OR Sons and Lovers

Andrea Levy Small Island OR The Long Song

Penelope Lively Moon Tiger

Hilary Mantel A Place of Greater Safety OR Wolf Hall

Michael Morpurgo Private Peaceful

V.S. Naipaul A Bend in the River

George Orwell 1984

Orhan Pamuk My Name is Red

Boris Pasternak Doctor Zhivago

John Pilkington Thief! (Elizabethan Mysteries)

Joseph Roth The Radetzky March

Arundhati Roy The God of Small Things

F. Scott Fitzgerald The Great Gatsby

Paul Scott The Jewel in the Crown

Ahdaf Soueif The Map of Love

John Steinbeck The Grapes of Wrath

Rebecca Stott Ghostwalk

Rosemary Sutcliffe The Armourer’s House OR The Eagle of the Ninth

Graham Swift Waterland

Leo Tolstoy Anna Karenina OR Resurrection

Alison Weir Innocent Traitor

Laura Ingalls Wilder The Long Winter

Jeannette Winterson The Passion

Markus Zusak The Book Thief

The underlined items are children’s novels. Please ensure that you read at least one novel written for children.

In choosing your three, make sure that you read the kind of material that you have not read before. If you have never read any pre-WWI novels, then you should become familiar with Austin, Bronte, Dickens, Hardy, Eliot, Lawrence, and Tolstoy to develop a ‘period feel’. If you haven’t read Asian or African literature, then you should read (for example) Pamuk, Achebe, Ghosh, Hosseini, Ishiguru, Soueif, Naipaul or Roy. If you’ve never read any of the classic dystopian novels, then read Orwell and Huxley, and compare their dystopias with that of the more recent P.D. James (and think about why a history teacher could gain benefit from reading dystopian novels, and why you would want teenagers to read them).

A range of factors has governed the selection overall. Each novel has a clear purpose in your preparation for the year ahead; here are some of the purposes it might address:

* offers fresh or controversial perspectives on past events
* addresses questions about the purposes and value of teaching history
* examines problems relating to memory, collective memory and its representation
* access to a period or part of the world with which you are not yet familiar
* a text that children or teenagers could be inspired to read or from which you might select extended extracts for use in the history classroom
* explores issues arising from colonialism, empire and post-colonialism
* raises moral questions about the past and reflects on the place of moral questions in the study of the past
* relates to the part of the world or to the cultural settings in which you will find yourself teaching whilst on your PGCE.

We’ll leave you to decide for yourselves which novels have been selected for which purpose.

**TASK 2: In your History Subject Profile, create a section where you record all the history novels you read before you start the course and identify their purpose in your preparation as a history teacher. This should be emailed as an attachment to** [**david.rawlings@bristol.ac.uk**](mailto:kate.hawkey@bristol.ac.uk) **no later than Monday 2nd September 2024.**

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| History novel | Purpose in preparation as a history teacher |
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**SECTION 3: Reflect on the nature of history as a discipline**

Please ensure you have read E.H.Carr’s *What is History?* It is essential that you are familiar with this key text. If possible, also read Richard Evans In Defence of History. You might also read Jo Guldi & David Armitage (2014) The History Manifesto which presents interesting perspectives and is an open access book <http://historymanifesto.cambridge.org/> and Helen Carr and Suzanna Lipscombe’s *What is History, Now?*

As an extra challenge... For those of you familiar with Carr and Evans, we suggest you take your thinking further by reading one of the following that you have not yet encountered:

# Allan Megill, Historical Knowledge, Historical Error: A Contemporary Guide to Historical Practice

Jörn Rüsen: Western Historical Thinking: An Intercultural Debate

John Tosh: The Pursuit of History

James V. Wertsch: Voices of Collective Remembering

Helen Carr and Suzanna Lipscombe: What is History, Now?

Why does this matter?

It is important to tackle history teaching from many angles. Understanding various theoretical perspectives will help you to make sense of diverse underlying assumptions and practices among both historians and history teachers. As the course progresses, we will expect you to think clearly and conceptually about what it is you are asking pupils to do (as well as addressing deeper questions of why it matters).

**TASK 3: Keep a notebook of your thoughts and reflections when reading Carr. This will be used as the basis of a session in the first week of the course.**

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**SECTION 4: History education in practice: read, reflect, enquire.**

You are about to join a subject community of practising teachers and teacher educators who are constantly building knowledge about how to teach history, both on their own and collectively. Increasingly, history teachers write about their practice for others. They might do this in order to build the collective, shared knowledge of the profession, in order to join a debate, in order to submit their own practice and ideas to the critical scrutiny of others, or simply in order to share what can be achieved in the history classroom. Teaching History is an excellent journal which you will refer to continually during your PGCE year and when you become a qualified teacher. Many of the articles in it are written by practising history teachers.

Please read the attached edition of the journal Teaching History TH158. As part of your personal response to history (below) you should include which two sections or articles in TH158 you found most useful in thinking about teaching history and your reasons for choosing these two.

**TASK 4: Your personal response to history. This should be emailed as an attachment to** [**david.rawlings@bristol.ac.uk**](mailto:kate.hawkey@bristol.ac.uk) **no later than Monday 2nd September 2024.** Your incoming ideas and preconceptions about history can be influential in the sort of history teacher you will become. The purpose of this task is to help you to begin to articulate some of these incoming ideas that you bring with you to the PGCE programme. You should write a personal account of your experience of history (up to 1,000 words). You should consider some of these questions:

* Where did your interest in history come from? (Family? School? Teachers?)
* What do you see as the main purposes of teaching history in schools? Can you identify where these ideas have come from?
* Which elements of history do you think are most valuable, important or interesting (social / political / local / global etc? skills / content? particular content?) Can you identify where these ideas have come from?
* Which two sections or articles in TH158 have you found most useful in thinking about teaching history? Explain your reasons for choosing these two.

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**Summary of tasks:**

**- You should email TASKS 1, 2, and 4 to** [**david.rawlings@bristol.ac.uk**](mailto:kate.hawkey@bristol.ac.uk) **no later than Monday 2nd September 2024.**

**- TASK 3: bring your notebook to the history session in September 2024.**

**Please note: instructions about the primary school placement and report are sent separately.**