



# WELCOME TO PGCE HISTORY

Alex Ford - Lead Subject Tutor



# INTRODUCTIONS

# SHP Aims

- School history should be relevant and meaningful to young people.
- School history should involve enquiry.
- School history should build knowledge.
- School history should be diverse.
- School history should include 'history around us'.
- School history should be enjoyable





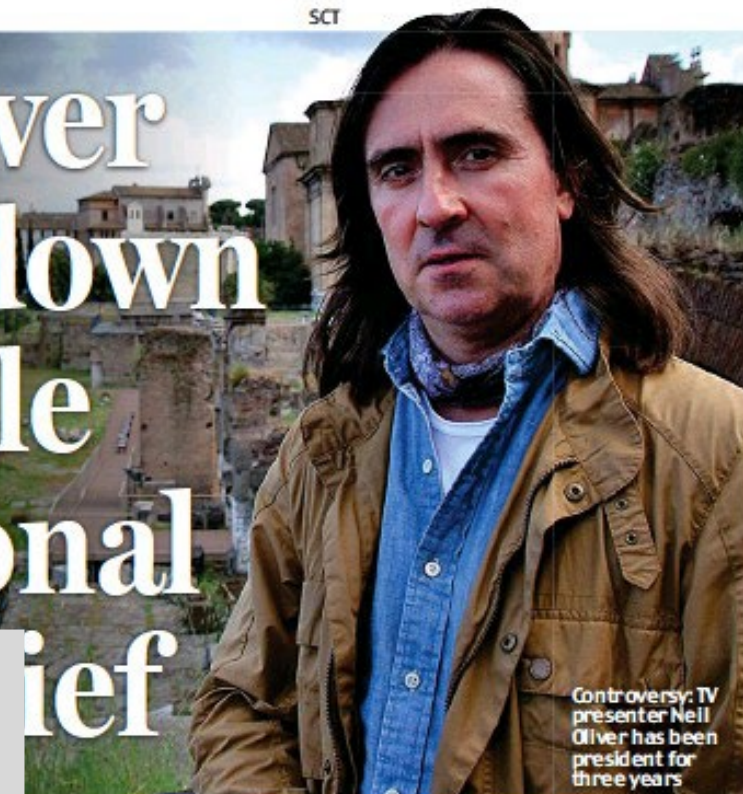


How did you feel when Colston's statue was toppled?

Daily Mail, Tuesday, July 7, 2020

SCT

# Neil Oliver to step down from role as National Chief



Controversy: TV presenter Neil Oliver has been president for three years



mary beard

@wmarybeard

Follow

is indeed pretty accurate, there's plenty of firm evidence for ethnic diversity in Roman Britain



Paul Joseph Watson [@PrisonPlanet](#)

Thank God the BBC is portraying Roman Britain as ethnically diverse.

I mean, who cares about historical accuracy, right?

n - 25 Jul 2017





## We won't allow Britain's history to be cancelled

OLIVER DOWDEN



I am proud of our nation's heritage. I don't say this just as Culture Secretary, but as someone who happily spends their weekends exploring every part of it. I'm not alone in this passion. Our heritage unites us as a country, and draws visitors to our islands by the millions. And as someone whose love of heritage was learned, not inherited, I am deeply committed to ensuring it is available to everyone.

So when coronavirus threatened to decimate the cultural landscape, I stepped in to make sure stately homes, churches and other heritage sites survived the worst crisis they have ever faced. Our £2 billion Cultural Recovery Fund is the biggest single intervention in UK arts and heritage ever – and further proof that it is the Conservatives who are the party of culture. But just as I've never hesitated to stand up for our cultural institutions and am working tirelessly to support them in their reopening tomorrow, I will not look on as people threaten to pull down statues or strip other parts of our rich historic environment. Confident nations face up

to their history. They don't airbrush it. Instead, they protect their heritage and use it to educate the public about the past. They "retain and explain," rather than "remove or ignore". They don't do what Liverpool University did and remove William Gladstone's name from an accommodation block because of his family's links to slavery.

Of all the figures who have fallen victim to the culture wars in the past year, this seems like a particularly egregious case. Gladstone, prime minister four times and a hero of liberalism, never owned slaves and though his views evolved, he called slavery the "foulest crime" in our history. But those details were apparently too nuanced for the campus activists. His father owned slaves, and therefore Gladstone himself needed to be expunged from the record.

I don't agree with that approach. Leading voices in our museums and heritage organisations don't agree with it. And neither does the public. That includes the 84 per cent of black Britons who say they don't want to see our heritage pulled down or hidden from view, according to a recent poll.

The tricky bit is putting "retain and explain" into practice. So last week a new Heritage Advisory Board met for the first time to draw up new guidelines for heritage organisations on how this should be done. Its members include the Museum of the Home's Dr Samir Shah,

Trevor Phillips, former director of the Equality and Human Rights Commission, historian Robert Tombs and Dr Anna Keay, director of the Landmark Trust. They come from a range of backgrounds, but they are united by one common commitment: that as temporary custodians of our heritage, their duty is to preserve it, and use it to give a comprehensive, balanced account of the past.

To do that, museums and other bodies need to have genuine curatorial independence. But independence cuts both ways. Heritage organisations should be free from government meddling, but the people who run them also need the courage to stand up to the political fads and noisy movements of the moment. And as national institutions, heritage organisations should take into account the views of the entire nation: the people for whom they were set up, and whose taxes pay for them. That's why I want to make sure the boards of these bodies are genuinely diverse and not solely governed by people from metropolitan bubbles. I want a grandparent in Hartlepool or Harwich to feel as represented by their decisions as a millennial in Islington.

None of this means preserving our history in aspic. History is a dynamic, living subject, and it's right that we reassess and reinterpret events as our understanding evolves. But any account of the past should start from a

commitment to telling a balanced, nuanced and academically rigorous story – one that doesn't automatically start from a position of guilt and shame or the denigration of this country's past.

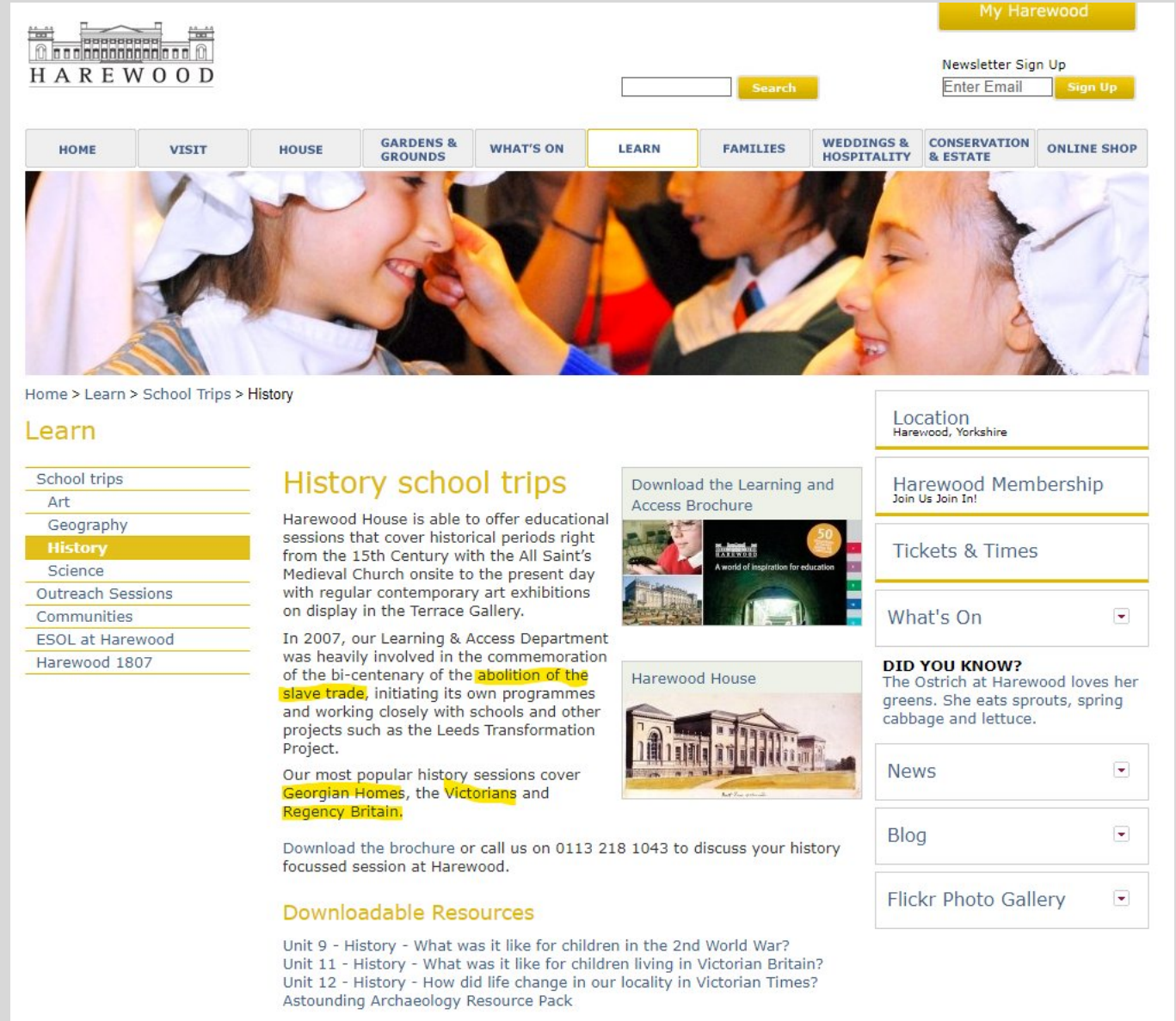
One that acknowledges, for example, the evil of slavery, but acknowledges this isn't a uniquely British crime, and that our nation led the world in eradicating it. One that is willing to grapple with the paradox that our predecessors could both gift us the advancements of the Enlightenment while tolerating things we would never tolerate today. One that doesn't take the places that were built to unite us, and use them to drive a wedge between us. Our museums, churches and village halls are places where people get married, or go to enjoy a family day out. They were built for joy, celebration – not to divide us or fill us with shame.

I want to take not a Maoist but a "moreist approach" to our heritage: I want more statues erected; more chapters added to our national narrative and more understanding of it. In short, more history, not less. The point is to expand the conversation – not shut it down. The pressure on our heritage is part of a worrying trend – a cancel culture whereby a small but vocal group of people claim to have the monopoly on virtue, and seek to bully those who dare to disagree. But the world is too complicated for that kind of totalitarian moral certainty – and we must resist it at all costs.

# A LOCAL CASE STUDY

# Why it matters!

Harewood House's self  
narrative c.2010



**HAREWOOD**

My Harewood

Newsletter Sign Up  
Enter Email  Sign Up

HOME VISIT HOUSE GARDENS & GROUNDS WHAT'S ON **LEARN** FAMILIES WEDDINGS & HOSPITALITY CONSERVATION & ESTATE ONLINE SHOP

Home > Learn > School Trips > History

## Learn

- School trips
- Art
- Geography
- History**
- Science
- Outreach Sessions
- Communities
- ESOL at Harewood
- Harewood 1807

### History school trips

Harewood House is able to offer educational sessions that cover historical periods right from the 15th Century with the All Saint's Medieval Church onsite to the present day with regular contemporary art exhibitions on display in the Terrace Gallery.

In 2007, our Learning & Access Department was heavily involved in the commemoration of the bi-centenary of the **abolition of the slave trade**, initiating its own programmes and working closely with schools and other projects such as the Leeds Transformation Project.

Our most popular history sessions cover **Georgian Homes**, the **Victorians** and **Regency Britain**.

Download the brochure or call us on 0113 218 1043 to discuss your history focussed session at Harewood.

#### Downloadable Resources

- Unit 9 - History - What was it like for children in the 2nd World War?
- Unit 11 - History - What was it like for children living in Victorian Britain?
- Unit 12 - History - How did life change in our locality in Victorian Times?
- Astounding Archaeology Resource Pack

Download the Learning and Access Brochure

**Harewood House**

**Location**  
Harewood, Yorkshire

**Harewood Membership**  
Join Us Join In!

**Tickets & Times**

**What's On**

**DID YOU KNOW?**  
The Ostrich at Harewood loves her greens. She eats sprouts, spring cabbage and lettuce.

**News**

**Blog**

**Flickr Photo Gallery**

# A history of Harewood c. 2010

What jumps out?

## Harewood House

Edwin Lascelles (1713-1795) commissioned the building of Harewood House in the mid-18th century with money his father Henry had made in the West Indian sugar trade. It has been home to the Lascelles family ever since, reflecting the changing tastes and styles of the past 250 years. You can find out more about the Lascelles involvement in the West Indies trade on our Harewood 1807 page.

The 7th Earl, cousin to the Queen, and Countess still live here, and their collection of 20th -century art sits alongside the purchases and commissions of previous generations, ensuring Harewood House continues to be a living place as well as a home for the great art of the past.



## Learn

[School trips](#)[Art](#)[Geography](#)[History](#)[Science](#)[Outreach Sessions](#)[Communities](#)[ESOL at Harewood](#)[Harewood 1807](#)

## Harewood 1807

Our 2007 exhibition, 'Harewood 1807' was a commemoration of the bi-centenary of the abolition of the slave trade and the Yorkshire election in 1807 contested by William Wilberforce, Henry Lascelles and Lord Milton.

In exhibitions like this Harewood digs deep into its roots, and indeed where the money came from to build this elaborate stately home. By 1787 the Lascelles family had interests in 47 plantations (sugar) and owned thousands of slaves in Barbados and across the West Indies. The Lascelles weren't unique - most merchants of the period were involved in the slave trade.

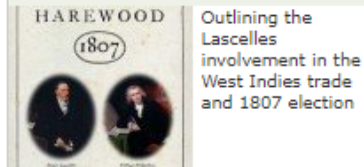
Find out more via the detailed Harewood 1807 downloadable leaflet. It's a sobering thought that the opulence of Harewood was funded off the back of the slave trade.

In the House there is an introductory panel about the Lascelles' and the West Indies in the Library on the State floor. The Harewood 1807 leaflet outlining the Lascelles involvement in the West Indies trade and the 1807 election is available to all visitors to the House, please ask at the House Desk or Information Centre.

The Harewood West Indies archive will be available online via the Borthwick Institute website and on this website. The archive is currently being conserved and digitised through an HLF grant to the Borthwick. The Lascelles family have actively progressed the availability of the material for public access.

[Click here](#) to go to the Borthwick Institute project webpage for Harewood House.

Download the Harewood 1807 leaflet



What jumps out?







# Updates to Harwood site c. 2013

Schools & Teachers

## Key Stage 1: History



The history sessions at Harewood offer your pupils the chance to get hands on with the past, covering the Victorians, WWII, the First World War and beyond. Homes Long Ago: Travel back through ... [Read more](#)

Schools & Teachers

## Key Stage 2: History



The Classical Influence: Take a classically inspired journey around the State Floor, and explore the legacy of Greek and Roman Culture on the eighteenth century Country House. Discover how important ... [Read more](#)

Schools & Teachers

## Key Stage 1 & 2: Art and Design



Harewood is home to a significant collection of modern and traditional art. A visit to the galleries can capture the imagination of your class by exploring the different techniques, styles and ... [Read more](#)

Schools & Teachers

## Key Stage 1 & 2: Science



With 100 acres of safe outside space available at Harewood, your class can investigate the world around them. With exotic bird garden and natural wildlife in abundance, our science education sessions ... [Read more](#)



This encompassed the systematic **enslavement, transportation** and **exploitation** of African people by European traders...



The story of the wealth upon which this House was built begins in the **West Indies**, where significant fortunes were made on the back of the **transatlantic slave trade**.

Image courtesy of the John Carter Brown Library.

and in 1738, using enormous profits made from the slave trade, they purchased the combined estates of **Harewood** and **Gawthorpe**.



The archeological remains of the Lascelles family's first house, Gawthorpe Hall, can be seen today on the south lawn.

# MORE SIGNIFICANT MOVES C. 2020



# And yet...

## About

Harewood's history is still evolving – always changing, always striving to stay relevant to the present day. It must be alive, cared for by the people who inhabit it and enjoyed by the people who visit it. Harewood is a living history, one with many stories still to tell.

David Lascelles, Earl of Harewood

Harewood sits in the heart of Yorkshire and is one of the Treasure Houses of England. The House was built in the 18th century and has art collections to rival the finest in Britain.

Visitors can enjoy exhibitions of contemporary art, rare Bird Garden, Farm Experience and over 100 acres of exquisite gardens to explore.

Be part of the living history and visit Harewood House.

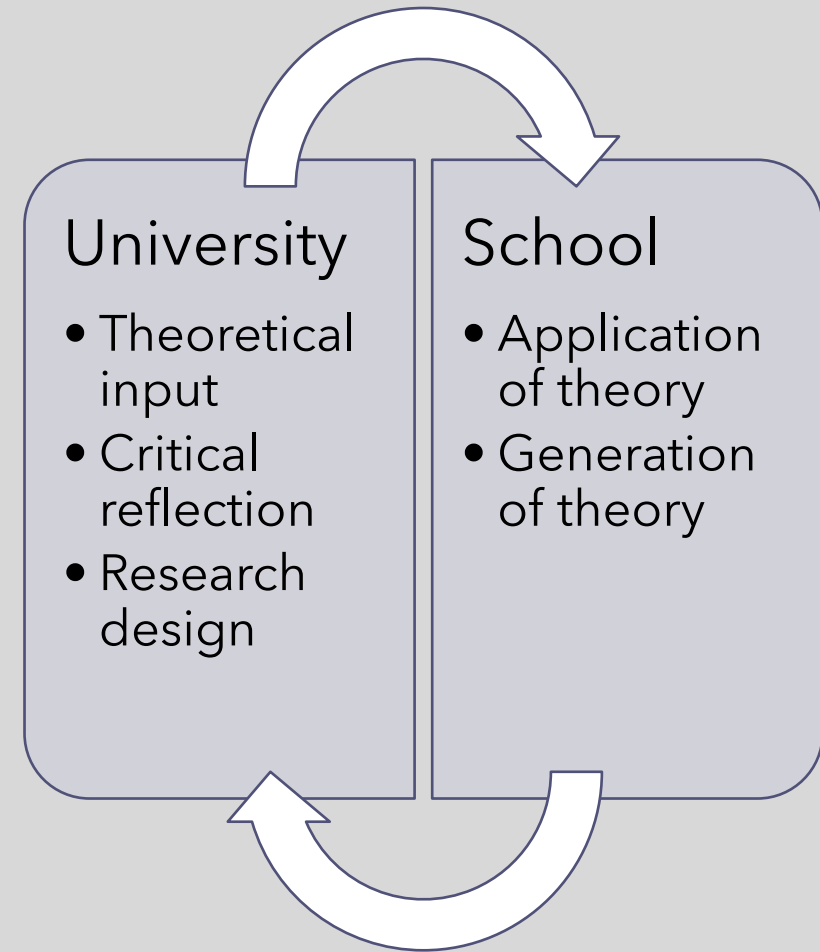
Read more about the foundation of Harewood House [in relation to the sugar cane industry here](#).



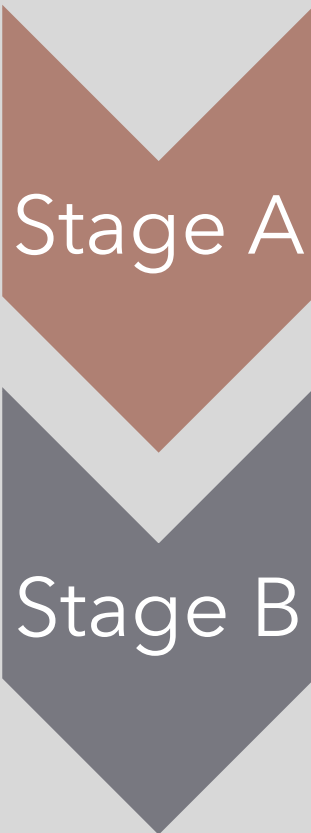


# The course in a nutshell

- A **PROFESSIONAL** TRAINING COURSE
- FINDING A PROFESSIONAL VOICE
- JOINING A COMMUNITY



# Course Overview



## Stage A

- Placement School 1
- Beginning to master professional knowledge, subject knowledge & applying to teaching. Building to 6hrs timetable

## Stage B

- Placement School 2
- Developing independence & applying approaches in a new context. Building timetable and preparing for ECT status



# Course calendar (Stage A)

Wk	w/c	Activity
1	13 Sep	<b>Induction Week – please see below</b>
2	20 Sep	<b>UL &amp; Leeds SCITT trainees - Tues for PES (online). SDL and UL @Uni on Fri for SKAP.</b>
3	27 Sep	<b>Placement A school on Mon, Weds &amp; Thurs. UL SCITT – Tues (online) for PES. SDL &amp; UL @Uni - Fri for SKAP.</b>
4	04 Oct	
5	11 Oct	<b>SKAP 1 Submission Friday 15<sup>th</sup> October 12pm</b>
6	18 Oct	<b>Placement A school Monday – Thursday. SDL and UL now in University only on Friday for SKAP.</b>
7	25 Oct	<b>Half Term Placement planning week/research and reading for assessment</b>
8	1 Nov	<b>Placement A school Monday – Thursday. SDL and UL now in University only on Friday for SKAP.</b>
9	8 Nov	<b>PES Submission Friday 12th November 12pm</b>
10	15 Nov	<b>Link Tutor visits Stage A start this week</b>
11	22 Nov	
12	29 Nov	
13	6 Dec	<b>Assessment Report due Wednesday 8th December</b>
14	13 Dec	<b>Christmas Orientation Week – please see below.</b>
15	20 Dec	<b>CHRISTMAS holiday – for all trainees</b>
16	27 Dec	

# First week

- Induction Monday 13 September – ONLINE\*\*
- Profession Educational Studies Tuesday 14 September (UL only) – ONLINE\*\*
- SKAP Friday 17 September – ON CAMPUS\*\*

# Preparations

## Join stuff

- Historical Association
- Chartered College
- Edu-Twitter @apf102

## Do stuff

- Subject Knowledge Development
- Curriculum checking

## Read stuff

- Todd: Subject Specific Training
- Community and teaching
- Overview of British history
- Key definitions from HA



Always remember why  
you want to  
teach - it will help  
you when times get  
tough!


Drink  
Water!

Don't let  
your social  
life die!

Don't become a  
Slave to paperwork -  
it won't make you a great  
teacher.

Have a group chat  
with other  
trainees!

Don't quit  
(I nearly  
did)



Have 1 Day  
off a week

on is  
sure  
hold  
es!

re friends  
a me  
her names  
in your  
school ☺

seek advice  
outside  
your  
departm  
ent

Ask for  
help if  
you need  
it

Take each day  
@ a time +  
reflect on  
progress ☺

Invest in your  
friends + family,  
and ask for  
help ☺

Find Creative ways to  
update Sub. knowledge -  
Audiobooks for commute  
has been amazing!

believe in  
yourself!  
one bad lesson  
doesn't mean  
you can't do it.

Sprinkle lavender  
oil on your bed

Five years

mean  
do it.

stuff ~ TS3

Sprinkle lavender  
oil on your bed  
linen - it helps you  
sleep + heal you ☺

In your first year,  
focus on Survival

Use your  
free periods  
wisely

Get over  
yourself!  
It's about them  
and not you

Eat good  
food!!

Kids will play  
up  
It's not about you  
Don't take it personally

You are going to  
experience failure -  
embrace it!! Learn  
lessons and grow\*



The final level  
7 assignment was  
one of the most  
useful and  
enjoyable things to  
do.