

PGCE History

Phase 1 Mentor Curriculum Guide



This guide provides essential information for mentors supporting student teachers during Phase 1 of their placement. It outlines your role, key responsibilities, and the structures in place to ensure student teachers receive comprehensive training and support.

As a mentor, you play a crucial role in bridging theoretical learning with practical classroom experience. This guide will help you provide structured support while ensuring student teachers meet the required standards and competencies.

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Phase 1 Expectations and Timetable

All aspects of education and training for student teachers must align with the Secondary Phased Expectations.

These expectations are structured around ten curriculum questions, each containing three components with clearly defined expectations for each phase. Rather than serving as a checklist, these expectations provide a comprehensive picture of expected student teacher progress by the end of each phase.

You can find the full phased expectations here: <https://itt-placement.com/pgce-secondary/course-overview.php>

Purpose of Phase 1

Phase 1 primarily focuses on providing student teachers with opportunities to observe, develop awareness, and begin practicing teaching skills in a supportive, low-stakes environment.

Required Experiences

By the end of Phase 1, student teachers should have completed:

- Observations of multiple teachers with varied teaching styles
- One-to-one work with individual pupils
- Small group instruction
- Planning components of lessons
- Delivering specific lesson segments (such as starters and activities)
- Teaching one or two complete lessons

Timetabling Requirements

Student teachers require a timetable that supports these experiences, including a minimum of 15 hours of mentor-directed activity.

While there is no prescribed number of lessons that student teachers must teach by the end of Phase 1, it is essential that they gain experience leading various activities within lessons and deliver at least one or two complete lessons independently.

Induction into Home School

A comprehensive induction is essential for all student teachers, regardless of their prior experience in school settings.

Week One Requirements

By the end of the first week on placement, please ensure student teachers have completed:

- An initial meeting with both Subject Mentor and Professional Mentor to discuss expectations for student teachers within the school
- Introductions to key departmental staff
- A tour of school facilities
- Introduction to the SENDCo
- Introduction to the Designated Safeguarding Lead and completion of school-specific safeguarding briefing/training*
- Health and Safety briefing
- Overview of the school's behaviour management systems and procedures
- Briefing on absence reporting procedures and expectations

*Note: All student teachers will have completed the Hayes Level 2 Safeguarding Certificate prior to placement.

Phase 1 Professional Studies

Professional Studies introduces student teachers to key aspects of professional practice through a combination of lectures and mixed-subject workshops.

Below is a summary of the Phase 1 Professional Studies curriculum.

Week One: 8th–11th September All student teachers attend the following sessions at LJMU:

- Introduction to Professional Standards
- How Pupils Learn
- Reflective Practice
- Planning for Learning
- Introduction to SEND
- Trauma-Informed Practice
- Teaching for Educational Advantage
- Safeguarding Level 2 (online certificate)

Week Two: Variable Delivery

University-Led (Core) Route: Sessions at LJMU, 15th–18th September

School-Led Route: Sessions delivered within Lead Schools between September and December. For queries about School-Led professional studies, please contact your School-Led Lead.

Sessions include:

- Key Stage 2 Transition
- Early Reading and Phonics
- Anti-racism and Teaching
- Pastoral Care and the Form Tutor
- AI and the Classroom
- Principles of Oracy and Dialogic Teaching
- Inclusive Classroom and Adaptive Teaching
- Student Teacher Wellbeing

Phase 1 Subject Studies

All student teachers will have attended the following subject studies sessions during Phase 1. The full subject curriculum map can be found <https://itt-placement.com/pgce-secondary/course-overview.php>.

The weekly up-date sent to mentors will contain the specific foci for the week.

In addition to the mentor follow up each week trainees are expected to complete a task and upload the result into their SKE file on their 1 drive and also to share a reflection through their whatsapp group.

The Phase 1 workshops will particularly develop trainees knowledge and understanding of Christianity, Islam and Judaism.

Date	Learning Outcomes	Mentor follow-up (MF)/ Trainee Task (TT) /Trainee Reflection (TR).
8/9	Recognise the legal requirements of Religious Education and the diversity of practice in Secondary Schools	
12/9	Recognise the importance of clear lesson objectives for effective learning in RE. Identify why there is diversity of practice and belief within a religious tradition. Recognise the wider importance of RE in, for example, Humanities, SMSC, Cultural Capital	TR- Which networks will be engaged with.
19/9	Understand the requirements for the assignment 1 (literary review). Recognise the different strategies to create a safe and secure learning environment.	MF-How is the content identified for the school's sequence of learning? What are the challenges in the specific religions selected? TT-From observations which strategies engaged pupils? TR-Should there be a National Curriculum for RE?

26/9	Consider different strategies for effective class management	MF- Strategies for Questioning. What comments are off-limit and how do pupils know? TT- Read Research Report on Questioning TR-Share one key finding.
3/10	Identify strategies for effective questioning. Research and present considerations for teaching specific areas of SEND .	MF-How retrieval is used TT- Review Sequences of Learning at KS3 and 4. Identify areas of sensitivity TR-Which areas of sensitivity would be most challenging.
10/10	Consider effective strategies for planning and teaching areas of sensitivity. Create examples of effective retrieval practice.	MF- How do pupils know how they can make progress? TT-Identify strategies for positive encouragement from observations TR-Share positive word banks
17/10	Recognise strategies for formative assessment Create lesson plans with opportunities for formative assessment.	MF- Role of visits and visitors TT-Watch live cam kotel TR-Identify a purpose for showing this resource in class.
24/10	Recognise the importance of developing cultural capital Identify the challenges and benefits of visits and visitors for effective RE.	MF-The use of artefacts TT- Scrutinise a school resource and consider the role of visual images. List the artefacts available to use in lessons. TR-What 3 artefacts would be on your wish list and why?

Phase 1 Intensive Training and Practice (ITAP)

ITAP is a compulsory component of teacher education that introduces student teachers to foundational aspects of teaching practice. Through lectures and seminars, student teachers explore the relationship between theory and practice and deconstruct examples of practice.

Placement Expectations During ITAP

Student teachers will attend their placement as usual during ITAP periods. However, they must **not** follow their regular placement timetable. Instead, they will complete a structured series of activities focused on the specific aspect of practice being studied.

Mentor Responsibilities

As a mentor, you must ensure student teachers can complete all ITAP activities, which include:

- Focused observations of practice
- Planning specific aspects of practice
- Implementing their planning in classroom settings

Phase 1 ITAP Schedule

The following ITAPs occur during Phase 1:

- ITAP 1: Behaviour Management
- ITAP 2: Introduction to Assessment

Detailed guidance for supporting student teachers during each ITAP is available at:

<https://itt-placement.com/pgce-secondary/course-overview.php>

Mentor Meetings

Weekly Mentor Meetings

Student teachers must meet with their mentor once per week throughout the programme. These meetings are essential for monitoring progress and maintaining consistent support.

Purpose of Weekly Meetings

Weekly meetings provide structured opportunities to:

- Review progress against Phase 1 expectations
- Discuss observations and teaching experiences from the previous week
- Set specific, achievable targets for the coming week
- Address any concerns or challenges
- Plan upcoming teaching opportunities

Meeting Structure

Each meeting should:

- Last approximately 45-60 minutes
- Take place at a consistent time each week where possible
- Be documented with brief notes on progress and agreed targets
- Focus on developmental feedback linked to the Phase 1 expectations

Setting Effective Targets

Targets are one of the primary mechanisms for ensuring student teachers make progress against the phased expectations and subject studies curriculum. Effective target-setting drives development and provides clear direction for improvement.

SHARP Target Framework

All targets must follow the SHARP framework:

- **Specific** – What exactly needs to be achieved? Is the target clearly defined? Does it use the language of the phase expectations?
- **How** – How will the target be achieved? What actions will need to be taken?
- **Achievable** – Is the target achievable within the timescale? Is there an opportunity to complete the target?
- **Related** – Is the target related to the LJMU ITE Curriculum questions and associated phase expectations so that progress can be tracked?
- **Progressive** – Is the target pitched in a progressive manner and appropriate for the current phase of training?

Target Requirements

Set a maximum of three targets each week, using the language of the phase expectations. Each phase has a distinct focus that should shape your targets:

- **Phase 1 – Observation and awareness:** Targets focus on watching, noticing, understanding
- **Phase 2 – Practice and collaboration:** Targets focus on trying strategies with support, working with others
- **Phase 3 – Confident application and evaluation:** Targets focus on independent implementation and assessing impact

Student teachers should review their targets before each weekly meeting and complete a self-evaluation on the weekly meeting form. Following discussion and review of the week's experiences, establish new targets with associated actions.

Drafting SHARP Targets: Four-Step Process

Step 1: Identify the area for improvement from recent lesson observations or discussions with the student teacher.

Step 2: Ensure the proposed target aligns with the appropriate phased expectation. All education and training (University and School-based) must align with phased expectations to ensure sustained, consistent progress.

Step 3: Check the Mentor Curriculum Guide to confirm what the student teacher has covered at University. For example, before setting a target about supporting EAL pupils, verify the student teacher has encountered EAL content at University.

Step 4: Ensure the 'actions' section includes specific tasks the student teacher will complete related to the target.

Example Target

Area identified: Improve questioning

Phase Expectation link (Secondary Q5, Phase 2): "I can implement questioning techniques that prompt deepening understanding."

Target: In classes 7b and 8a this week, use the 'Think-Pair-Share' questioning technique to deepen understanding at least twice per lesson.

Actions:

- Plan key questions for TPS and highlight them on plan
- Reflect on potential responses and prepare follow-up questions to deepen responses
- Reflect on effectiveness and be ready to discuss in next meeting

Phase 1 Subject Example Targets

Area identified: Recognise how an effective learning experience is built on clear objectives and builds to allow pupils to answer the sequence of learning's enquiry question

Phase expectation link: (Secondary Q5, Phase 1) 'I have observed and can begin to articulate the components of well-structured lessons from experienced teachers.'

Target Create clear learning objectives for class 7b this week, ensuring that the objectives are measurable and support progress towards the overarching sequence of learning enquiry question

Actions Write clear learning objectives that are measurable and use active verbs (e.g., analyse, evaluate)

The learning objectives need to address both substantive knowledge development and disciplinary skill development

Reflect on whether the pupils understood and were able to meet the learning objectives of the lesson based on the activities you created and how you know.

Area identified: Developing pupil understanding of disciplinary skills in history lessons (e.g., evidence, causation).

Phase expectation link: (Secondary Q3, Phase 1) I have observed and can begin to articulate how experienced teachers assess and build on prior learning in their lessons. I understand how knowledge builds logically over a sequence of lessons.

Target: Incorporate at least one planned activity into your lesson with class 9c that explicitly develops a disciplinary skill (e.g., using evidence, causation) in relation to the enquiry question.

Actions: Identify which disciplinary skill aligns with the enquiry question (e.g., use of evidence).

Create a scaffolded task that allows pupils to practise this skill (e.g., analysing a short primary source extract).

Use guided questioning to help pupils make connections between the disciplinary skill and the substantive content.

Reflect on whether pupils could articulate the skill they were practising and why it mattered to the enquiry.

Area identified: Establishing positive classroom presence and clear routines to create a safe environment where pupils can engage meaningfully with historical learning.

Phase expectation link: (Secondary Q8, Phase 1) I understand the school's behaviour management approach, policy and systems. I have observed how experienced teachers establish and maintain classroom routines. I give clear expectations to the pupils I am working with.

Target: Consistently use entry and exit routines with class 8a this week that settle pupils quickly and direct them towards engaging with the historical content.

Actions:

- Greet pupils at the door and direct them to a starter task linked to prior historical learning (e.g recall quiz, key term match-up).

- Use a clear and consistent strategy for gaining attention before introducing the lesson's objectives.
- End the lesson by returning to the lesson objectives/enquiry question and asking pupils to summarise what new knowledge or skills they gained.
- Reflect on whether these routines helped maximise time spent on history learning and improved pupils' focus on the enquiry.

Area identified: Developing the use of effective questioning to promote historical thinking, check understanding, and challenge misconceptions.

Phase expectation link: (Secondary Q2, Phase 1) I have observed and can begin to articulate how experienced teachers promote deep understanding through questioning and requiring pupils to explain their thinking.

Target: Use at least two different questioning strategies with class 7d this week to encourage wider participation and deepen pupils' historical thinking.

Actions:

- Plan questions that probe historical understanding, such as:
 - "How reliable is this source?" Why do you think it is reliable/not reliable?
 - "Why might historians disagree about this event?"
- Use strategies such as "no hands up," cold calling, and wait time to ensure more pupils participate.
- Record which pupils respond and the depth of their historical reasoning.
- Reflect on whether questioning helped pupils think like historians (evaluating, analysing, interpreting) rather than only recalling facts.

Phase 1 Subject Observation Guidance

6 Key Questions to ask when observing History lessons:

	Question	Additional Information
1.	Is the learning intention written as an historical enquiry question? Is this linked to a disciplinary concept? Are historical sources being used?	<i>Historical enquiry questions should structure pupil learning over a sequence of lessons and be rooted in a disciplinary concept e.g., How did Russia change under Stalin? Sources which are remnants of human activity should be used in all lessons.</i>
2	Which disciplinary concept is being explored? How is it supporting pupils to frame historically valid questions and construct their own accounts?	<i>Disciplinary concepts: An understanding of how historians study the past. Includes significance, interpretation, cause & consequence,</i>

		<i>similarity & difference, change & continuity.</i>
3	What key substantive knowledge and concepts will the pupils know and remember?	<i>Substantive Knowledge: Factual content about people, places, events, and chronological knowledge. Substantive Concepts: Abstract concepts such as invasion, tax, monarchy, democracy, trade, power, and empire etc.</i>
4	How is chronological understanding being developed or secured? (Timelines, meanwhile, elsewhere activities).	<i>Are meaningful contexts used to support chronological understanding; a 'mental timeline'?</i>
5	How does the lesson support students to understand how evidence is used to make historical claims and why different interpretations of the past exist?	<i>Historians choose historical sources to use as evidence when making claims or writing about the past which leads to different interpretations.</i>
6	Does the lesson content support pupils in understanding the diversity of societies/individuals and the relationships between different groups?	<i>For instance: When studying the Romans are the pupils exposed to a range of narratives and perspectives.</i>

Student Teacher Progress, Wellbeing and Support

Phase 1 represents a significant adjustment period for student teachers. For some, this marks their first professional experience, while others may find it intellectually and emotionally challenging.

Providing comprehensive support for student teachers' wellbeing is essential during this transition period, and mentors should maintain heightened awareness of their needs.

Available Support Resources

All student teachers have access to the 'I Need Help' page on Canvas (our virtual learning environment), which directs them to appropriate support services.

Raising Concerns

If you have concerns about a student teacher's wellbeing or welfare, please:

1. Contact your Lead Mentor in the first instance
2. Where appropriate, direct the student teacher to the LJMU student advice page:

[Student advice and wellbeing | Discover | Liverpool John Moores University](#)