

History Interview Subject Knowledge Audit

|  |  |
| --- | --- |
| **Name:** |  |
| **PGCE Route**  **Eg. School Direct – Mosaic** |  |
| **Degree details:**  **eg BA History 2:2, etc** |  |
| **University:** |  |
| **Year Completed:** |  |

|  |
| --- |
| **Subject knowledge is central to great teaching. The Sutton Trust’s “What Makes Great Teaching”report, published in 2014 said,**  **“The most effective teachers have deep knowledge of the subjects they teach, and**  **when teachers’ knowledge falls below a certain level it is a significant impediment**  **to students’ learning. As well as a strong understanding of the material being**  **taught, teachers must also understand the ways students think about the content,**  **be able to evaluate the thinking behind students’ own methods, and identify**  **students’ common misconceptions.”**  **To meet the needs of a profession with very high standards, you should use this subject knowledge tracker to document the development of your subject knowledge in your training year and beyond.** |

The tracker is based on:

* The ITT Core Curriculum <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536890/Framework_Report_11_July_2016_Final.pdf>
* The National Curriculum programmes of study published in September 2013 <https://www.gov.uk/government/collections/national-curriculum>
* GCSE Subject Content & Assessment Objectives published by the DfE   
  <https://www.gov.uk/government/collections/gcse-subject-content>

**You need to know about the content of all of these documents**

# Exploring your current reading

Please list three recent historical works you have read / documentaries you have watched.

|  |  |
| --- | --- |
| **Book / Documentary** | **Brief description of content (1-2 sentences is fine)** |
|  |  |
|  |  |
|  |  |

# Identifying subject knowledge strengths and weaknesses

You need to code each of the areas identified on the Subject Knowledge Audit to represent your current level of knowledge

|  |  |
| --- | --- |
|  | A **weakness** – you have little or no knowledge of this area. |
|  | An area **requiring improvement** – you have some knowledge of this area but it may not be informed by much wider research. You might have a very broad-brush overview but lack specific knowledge. You would **not be very confident in explaining this topic.** |
|  | Fair – you have a **fair knowledge** of this area and would be **fairly confident to explain the broad outlines and some detail to students.** You have done some specific reading/had professional discussions about this issue. |
|  | Solid – you have a **good knowledge** of this area and could **explain it confidently and in detail to students**. You have done more than once piece of specific reading and had professional discussions around this issue. |

Historical Discipline & Pedagogy

|  |  |
| --- | --- |
| ITT Core & Overarching Concepts | Colour Code |
| Knowledge of **scholarship on the teaching of history** and how this might be applied in the classroom. |  |
| The range of **resources available to history teachers** (including textbooks and digital resources) and how these might be **selected and used effectively**. |  |
| The principles of **effective assessment** in history. |  |
| An understanding of how **history curricula** are designed and adapted in schools. |  |
| The nature of a **thematic, period and depth** study as defined by the DfE. |  |
| The **philosophy of history** ie. an understanding of the development of history as a discipline. |  |
| Knowledge of a **range of effective subject-specific pedagogical approaches** to ensure progress in, and address common misconceptions about… | |
| * Teaching History as **a coherent, chronological narrative** from the earliest times to the present day. (AO1) |  |
| * The **relations between Britain and the wider world over time** (AO1) |  |
| * The concept of **historical** **continuity and change.**  (AO2) |  |
| * The concept of **historical cause and consequence.** (AO2) |  |
| * The concept of **historical** **similarity and difference.** (AO2) |  |
| * The concept of **historical significance.** (AO2) |  |
| * The processes of **historical enquiry and the critical use of evidence to make and support claims.** (AO3) |  |
| * The process of **constructing and interpretation** the past, and **how to engage critically with such interpretations.**  (AO4) |  |
| * **Communicating historical knowledge** in a variety of ways. (AO1-4) |  |

Key Stage 2

It is a requirement that all teachers are aware of the expected prior learning of their pupils. As such, you need to show an understanding of the curriculum requirements for Key Stage 2. For more details on these areas, please see the [National Curriculum Programme of Study](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf) on the DfE website.

|  |  |
| --- | --- |
| KS2 Outline Content | Colour Code |
| Changes in Britain from the Stone Age to the Iron Age |  |
| The Roman Empire and its impact on Britain |  |
| Britain’s settlement by Anglo-Saxons and Scots |  |
| The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor |  |
| The achievements of the earliest civilizations – an overview of where and when the first  civilizations appeared and a depth study of one of the following: Ancient Sumer; The  Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China |  |
| Ancient Greece – a study of Greek life and achievements and their influence on the western world |  |
| A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. |  |
| A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 eg. the changing power of monarchs. |  |
| A local history study linked to an aspect above. |  |

Key Stage 3

Trainees should demonstrate a full understanding of the requirements of the national curriculum, national Key Stage tests and specifications for public examinations for the subject(s) and phase(s) they will be teaching. By

the end of their training, trainees should be able to teach a knowledge-rich curriculum to a depth beyond what is required of pupils. For more details on these areas, please see the [National Curriculum Programme of Study](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239075/SECONDARY_national_curriculum_-_History.pdf) on the DfE website.

|  |  |
| --- | --- |
| KS3 Topic Area: Development of Church, state and society in Medieval Britain 1066-1509 | Colour Code |
| The Norman Conquest |  |
| Christendom, the importance of religion and the Crusades |  |
| The struggle between Church and crown |  |
| Magna Carta and the emergence of Parliament |  |
| English campaigns against Wales and Scotland to 1314 |  |
| Society, economy and culture: eg feudalism, religion, farming, trade and towns, art, architecture and literature |  |
| The Black Death and its social and economic impact |  |
| The Peasants’ Revolt |  |
| The Hundred Years War |  |
| Wars of the Roses; Henry VII, attempts to restore stability |  |

|  |  |
| --- | --- |
| KS3 Topic Area: Development of Church, state and society in Britain 1509-1745 | Colour Code |
| Renaissance and Reformation in Europe |  |
| The English Reformation and Counter Reformation (Henry VIII to Mary I) |  |
| The Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland) |  |
| The first colony in America and first contact with India |  |
| The causes and events of the civil wars throughout Britain |  |
| The Interregnum (including Cromwell in Ireland) |  |
| Restoration, ‘Glorious Revolution’, Parliamentary power |  |
| The Act of Union of 1707, the Hanoverian succession and the Jacobite rebellions |  |
| Society, economy and culture across the period: |  |

|  |  |
| --- | --- |
| KS3 Topic Area: Ideas, political power, industry and empire: Britain, 1745-1901 | Colour Code |
| The Enlightenment in Europe and Britain, with links back to 17th-century tinkers and scientists and the founding of the Royal Society |  |
| Britain’s transatlantic slave trade: effects and abolition |  |
| The French Revolutionary wars |  |
| Britain as the first industrial nation – the impact on society |  |
| Party politics, extension of the franchise and social reform |  |
| Development of British Empire inc depth study –eg India |  |
| Ireland and Home Rule |  |

|  |  |
| --- | --- |
| KS3 Topic Area: Challenges for Britain, Europe and the wider world 1901 to the present | Colour Code |
| The Holocaust (Statutory) |  |
| Women’s suffrage |  |
| The First World War and the Peace Settlement |  |
| Inter-war years: Great Depression and the rise of dictators |  |
| Second World War and wartime leadership of Churchill |  |
| The creation of the Welfare State |  |
| Indian independence and the end of Empire |  |
| Social, cultural, technological change in post-war Britain |  |
| Britain’s place in the world since 1945 |  |

|  |
| --- |
| Please note any specific areas of expertise beyond the listed content of the National Curriculum |
|  |

Key Stage 4

Key Stage 4 topics vary according to exam board specifications. Here are a sample of current options for the various period, depth and thematic studies which can be selected by schools. All schools will choose one Period Study; Thematic Study; World Depth Study; and British Depth Study; PLUS a study of the historic environment. For further information you need to read specification documents details on the exam board sites: [OCR A](http://www.ocr.org.uk/qualifications/gcse-history-a-explaining-the-modern-world-j410-from-2016/), [OCR B](http://www.ocr.org.uk/qualifications/gcse-history-b-schools-history-project-j411-from-2016/), [AQA](http://www.aqa.org.uk/subjects/history/gcse/history-8145), or [EDEXCEL](http://origin.qualifications.pearson.com/en/subjects/history.updates.html.news.html?article=%2Fcontent%2Fdemo%2Fen%2Fnews-policy%2Fsubject-updates%2Fhistory%2Fnew-edexcel-gcse-9-1-history-accredited-for-first-assessment-in-summer-2018&_ga=1.108326219.816939521.1467282360). Each board provides recommended reading which may help develop your knowledge.

|  |  |
| --- | --- |
| Period Studies | Colour Code |
| Viking Expansion, 750-1050 (OCR B) |  |
| Spain and the New World, 1490-1555 (Edexcel) |  |
| British America, 1713-83 (Edexcel) |  |
| The Making of America & American West, 1789-1900 (AQA; Edexcel; OCR B) |  |
| Russian Revolution, 1894-1945 (AQA) |  |
| The Cold War, 1941-91(Edexcel) |  |
| Germany from the unification to the Nazis, 1890-1945 (AQA) |  |
| The USA boom, bust and new opportunities, 1920-1973 (AQA) |  |
| Conflict in the Middle East, 1945-95 (Edexcel) |  |

|  |  |
| --- | --- |
| Thematic Studies | Colour Code |
| Medicine Through Time, 1200-2000 (AQA; Edexcel; OCR B) |  |
| Migration Through Time, 1200-2000 (AQA; OCR B) |  |
| Crime & Punishment Through Time, 1200-2000 (Edexcel; OCR B) |  |
| Warfare Through Time, 1200-2000 (Edexcel) |  |
| Power and the people Through Time, 1200-2000 (AQA) |  |

|  |  |
| --- | --- |
| British Depth Studies | Colour Code |
| Anglo Saxon & Norman England, 1060-1100 (AQA; Edexcel; OCR B) |  |
| The reigns of Richard I and John, 1189-1216 (Edexcel) |  |
| The reign of Edward I, 1272-1307 (AQA) |  |
| Henry VIII and the Tudor court, 1509-1540 (Edexcel) |  |
| Elizabethan England, 1558-1603 (AQA; Edexcel; OCR B) |  |
| Restoration England, 1660-1685 (AQA) |  |

|  |  |
| --- | --- |
| World Depth Studies | Colour Code |
| International Relations, 1894-1918 (AQA) |  |
| International Relations, 1918-1939 (AQA) |  |
| International Relations, 1945-1972 (AQA) |  |
| International Relations, 1950-1975 (AQA) |  |
| International Relations, 1990-2009 (AQA) |  |
| The First Crusade, 1070-1100 (OCR B) |  |
| Aztecs and the Spanish, 1519-35 (OCR B) |  |
| Russia and the USSR, 1917-41 (Edexcel) |  |
| Weimar and Nazi Germany, 1918-55 (Edexcel; OCR B) |  |
| Mao’s China, 1945-76 (Edexcel) |  |
| The USA war and civil rights, 1954-75 (Edexcel) |  |