**Self Audit**Complete the following audit of your skills and understanding in this subject area. Choose one box for each area and rate this (Grey, Amber, Green , Purple):

**Grey** : no knowledge /confidence in this area and/or no experience.

(Only grade yourself grey if you have no experience whatsoever of a particular aspect).

**Amber**: some knowledge in this area and/or limited experience and in need of further development

**Green** : good knowledge in this area and /or some experience

**Purple** : totally confident in my knowledge of this area and/or lots of experience

The completed audits will be reviewed with your Mentor and used to create your Individual Training Plan

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject Area:** | | **History** | **Baseline** | **Autumn** | **Spring** | **Summer** |
| **Subject Knowledge** | | | | | | |
| His1 | Do you have any educational background in the subject of History? | |  |  |  |  |
| His2 | Do you have an accurate sense of chronology to place events, people and changes into correct periods of History? *(Can you use dates and vocabulary relating to the passing of time e.g. ancient, modern, BC, AD, century, decade)* | |  |  |  |  |
| His3 | How would you rate your knowledge and understanding of the periods and societies studied in Key Stage 1 and Key Stage 2 History?   1. Local History 2. British History - Anglo Saxons or Romans or Vikings 3. Britain and the wider world – Tudor Monarchs 4. Modern Britain – Victorian Britain or Britain since 1930 5. European History – Greeks 6. World History – Aztecs or Egyptians | |  |  |  |  |
| **Knowledge of Pedagogy** | | | | | | |
| His4 | How confident are you in researching History from a range of sources? (including ICT based sources) | |  |  |  |  |
| His5 | Can you communicate your knowledge and understanding of History in a variety of ways? (E.g. drawing, writing, diagrams, ICT) | |  |  |  |  |
| His6 | How confident would you feel in teaching English through History? | |  |  |  |  |
| His7 | Do you understand the importance of using cross-curricular links in History? | |  |  |  |  |
| **Pupil Development** | | | | | | |
| His8 | Do you have any knowledge of pupil development in relation to National Curriculum age related descriptors in History? | |  |  |  |  |
| His9 | Are you aware of the age related attainments at the end of Key Stage 1 and Key Stage 2 in History? | |  |  |  |  |
| His10 | How do you rate your understanding of differentiation within history to allow all children of diverse needs to access it appropriately? (SEN/GT/EAL) | |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Motivation / Attitude** | | | | | |
| His11 | If you were required to teach a History lesson how confident would you be in doing this? |  |  |  |  |
| His12 | Do you have an active interest in any aspect of History already? |  |  |  |  |
| His13 | Could you foster an appreciation of History beyond the classroom in the pupils that you teach? |  |  |  |  |
| His14 | Are you confident in your understanding of why history should be part of the primary school curriculum? |  |  |  |  |

1. Once the audit is complete, please carry out the pre-course task (before starting your training course).
2. Pre training task(s) to be completed prior to the training day.
3. Post training task(s) to be completed after the training day.

Notes:

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Trainee) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Mentor) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Subject Area:** | **History** | **Knowledge and Understanding  Development Tasks** |

**Pre-course Task**

1. Use the National Curriculum (2014 updated version) or if using an electronic version of this document, follow the link below and select History.

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

This will allow you to access the programmes of study for Key Stage 1 and Key Stage 2 History.

Read this section of the document. (If you are using the electronic version, you will have to select Key Stage 1 then go back and select Key Stage 2)

What would you expect to see in the National Curriculum for History for Key Stages 1 and 2? Write down some of your ideas in this box.

Now access the National Curriculum for History and read the requirements for KS1 and KS2. What are the main differences between what you expected and what is actually there?

|  |  |  |
| --- | --- | --- |
| **Subject Area:** | **History** | **Knowledge and Understanding  Development Tasks** |

In light of what you have read, can you identify your main strengths and main areas for development in relation to **your** knowledge, skills and understanding of the History curriculum.

**Areas of Strength**

**Areas for development**

**Pre training Task - Lesson observation History**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date:** |  | **Class:** |  | **Topic:** |  |
| **What was the objective ?** | |  | | | |
| **How did the lesson link to History ?** | | | | | |
|  | | | | | |
| **What specific History vocabulary was used ?** | | | | | |
|  | | | | | |
| **What specific History resources were used to teach ?** | | | | | |
|  | | | | | |
| **What specific History resources were used to support the learning of the children ?** | | | | | |
|  | | | | | |
| **What specific History skills were used by the children ?** | | | | | |
|  | | | | | |
| **What did the children do, create or produce ?** | | | | | |
|  | | | | | |
| **What did the children learn ?** | | | | | |
|  | | | | | |

Post training task

Following your Art and design training, reflect on how you could use the following core elements within your Art and design teaching . . .

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Setting high expectations and managing behaviour ( AOF1 )**  Describe what you need to consider to . .   * Develop a positive, predictable and safe environment aswell as a culture of respect and trust in the classroom within an Art and design lesson ? * Maintain high standards in an Art and design lesson ? | | | | |
|  | | | | |
| **How pupils learn and classroom practice ( AOF 2 )** | | | | |
| Small steps | Questioning | | | |
| Modelling / Scaffolding | Repeated practice | | | |
| Checking understanding | Building on prior knowledge | | | |
|  | | | | |
| **Subject and curriculum - engaging the learner ( AOF 2 and 3 )** | | | | |
| Curriculum / Activities to engage | | | | Resources to engage |
|  | | | | |
| **Adaptive Teaching ( AOF2)** | | | | |
| Identify potential barriers to learning | | | Differentiate to allow all pupils to achieve | |
|  | | | | |
| **Assessment (  AOF5 )** | | | | |
| Assessment during the lesson | | Assessment after the lesson | | |
|  | | | | |
| **Through discussion with your mentor, identify ongoing target(s) from your training *( Record these in your reflective journal as well )*** | | | | |
|  | | | | |

Supplementary subject knowledge development materials

The following materials are not compulsory but support the subject knowledge of any trainee that feels they need direction and structure. Use the audits as a guide, choosing key, weaker areas and linking them to activities to support development in that area.

**Task Bank**

|  |  |  |
| --- | --- | --- |
| **Subject Area:** | **History** | **Knowledge and Understanding  Development Tasks** |

Complete the table below in order to record the History topics that are taught in Key Stage 1 and Key Stage 2. The first column is taken from the History section of the National Curriculum document and has been completed for you.

* To complete the second column read the National Curriculum.

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

* For the third column use the examples given in the National Curriculum.
* For the fourth column you could use examples from your own experience, perhaps lessons you have observed or from searching on the web. Some useful websites are given below to guide you in this search. There are extensive examples within these three sites alone to cover either units of work or lessons or items for use on interactive whiteboards or educational games for the children.

<www.tes.co.uk>

<http://www.primaryresources.co.uk/history/history.htm>

<http://www.bbc.co.uk/education/subjects/zcw76sg>

|  |  |  |  |
| --- | --- | --- | --- |
| **Breadth of Study** | **Broadly what could the children study?** | **Specific examples of topics.** | **Examples of units of work, lesson plans or activities.** |
| a) Local History study. |  |  |  |
| b) British History. |  |  |  |
| c) Romans, Anglo Saxons and Vikings in Britain. |  |  |  |
| d) Britain and the wider world in Tudor Times. |  |  |  |
| e) Victorian Britain or Britain since 1930. |  |  |  |
| f) A European history study. |  |  |  |
| g) A World History study |  |  |  |

**Task Bank**

|  |  |  |
| --- | --- | --- |
| Subject Area: | History | Knowledge and Understanding  Development Tasks |

* Read the National Curriculum Level Descriptors for History
* Bullet point the key aspects in History for a Year 2 child and a Year 6 child.

In History, a typical Year 2 child can:

In History, a typical Year 6 child can:

**Discuss age–related expectations in History with the Year 2 teacher and with the Year 6 teacher.**

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| --- | --- | --- |
| Subject Area: | History | Knowledge and Understanding  Development Tasks |

**Task Bank**

* Collect a sample of History work from Year 1 – Year 6
* Collect the planning which the teacher used to set the work
* Either work alongside your mentor and level some of the work using the level descriptors or make some notes on how the planning relates to the children’s work.

**Task Bank 2 CODE H3, H4, HPD1 and HM1 TITLE Design a lesson**