History Subject Audit 2022-23  
Secondary Subject-Knowledge Development

 **Self-Audit** **page 2**Complete the following audit of your skills and understanding in this  
subject area. Rate yourself against each criterion by colour-coding the  
relevant box (None, Expected, Expected +, Good or Excellent):

**g 4 None** No knowledge /confidence in this area and/or no experience.   
**(only grade yourself grey if you have no experience  
whatsoever of a particular aspect)**

**g 3 Expected** Some knowledge in this area and/or limited experience and  
in need of further development

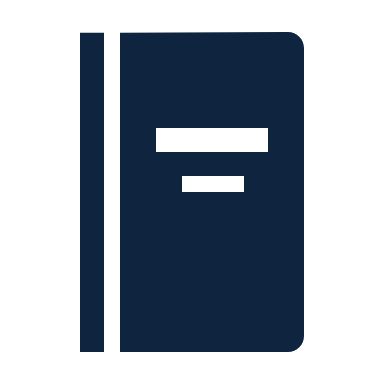
**g 2.5 Expected+** Developing knowledge / growing experience in this area

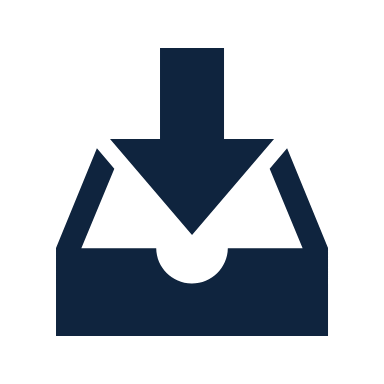
**g 2 Good** Good knowledge in this area and /or some experience

**g 1 Excellent** 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  
**NB:** In addition to the content of this audit there will be specific content that will need to be known prior to the teaching of specific qualifications. This audit is **not** exhaustive and there will be specific skills and capabilities that will need to be addressed in addition to this.

**Subject Knowledge Development**

 **SK Days Compulsory Reading**  **page 13**This is the list of reading to complete before and after each Subject Knowledge Day. Reflect on  
the reading as part of the weekly Academic Reading Reflection in your Reflective Journal.

 **SK Development Task Bank** **page 14**Once you have completed the Baseline self-assessment, please select and complete one of the tasks from the Subject Knowledge Development Task Bank.As you review your knowledge each term, continue identifying and completing relevant tasks from the Task Bank.

 **Evidence of SK Development** **page 23**Keep a record of your Subject-Knowledge Development in the evidence summary. This will be signed off by your mentor and SK tutor.

**Appendix**

**Appendix A: SK in the Carter Review and the ITT CCF**  **page 24**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject Area:** | | **History** | **Baseline** | **Autumn** | **Spring** | **Summer** |
| **Subject Knowledge & Understanding** | | | | | | |
| Britain 1066-1500: The development of the monarchy, and significant events: | | | | | | |
| HC1 | The Norman Conquest, including the Battle of Hastings | |  |  |  |  |
| HC2 | The Domesday Survey | |  |  |  |  |
| HC3 | Matilda and Stephen | |  |  |  |  |
| HC4 | Henry II and Thomas Becket | |  |  |  |  |
| HC5 | Richard I, Salah ad-Din, and the Crusades | |  |  |  |  |
| HC6 | John and the Magna Carta | |  |  |  |  |
| HC7 | John in Ireland | |  |  |  |  |
| HC8 | Edward I in Wales and Edward III in Scotland | |  |  |  |  |
| HC9 | The Black Death | |  |  |  |  |
| HC10 | The Peasants’ Revolt | |  |  |  |  |
| HC11 | Henry V, Henry VI, Joan of Arc and the Hundred Years’ War | |  |  |  |  |
| HC12 | The Wars of the Roses | |  |  |  |  |
| Britain 1066-1500: Characteristic features of life: | | | | | | |
| HC13 | The structure of medieval society | |  |  |  |  |
| HC14 | The influence of communities of monks and nuns | |  |  |  |  |
| Towns, guilds and charters | | | | | | |
| HC15 | The Jews, Hansards and Staplers and overseas trade | |  |  |  |  |
| HC16 | Religious and secular art and architecture | |  |  |  |  |
| HC17 | The impact of the written and printed word including monastic writings | |  |  |  |  |
| HC18 | Life as reflected in the work of Geoffrey Chaucer and the Paston Letters | |  |  |  |  |
| Britain 1500-1750: a study of crowns, parliaments and people: the major political and religious changes: | | | | | | |
| HC19 | Reformation and religious settlement | |  |  |  |  |
| HC20 | Relations with other European countries in the sixteenth centuries | |  |  |  |  |
| HC21 | The Plantations in Ireland | |  |  |  |  |
| HC22 | Religious persecution and the voyage of the Pilgrim Fathers | |  |  |  |  |
| HC23 | Charles I and the Civil Wars | |  |  |  |  |
| HC24 | Oliver Cromwell and the Commonwealth including relations with Scotland and Ireland | |  |  |  |  |
| HC25 | Charles II and the Restoration | |  |  |  |  |
| HC26 | Mary, William III and the Glorious Revolution | |  |  |  |  |
| HC27 | Queen Anne, Marlborough and Blenheim | |  |  |  |  |
| HC28 | The effects of the Act of Union on Wales | |  |  |  |  |
| HC29 | Relations between England and Scotland, the impact of the Treaty of Union and the Jacobite rebellions | |  |  |  |  |
| Britain 1500-1750: a study of crowns, parliaments and people: social changes: | | | | | | |
| HC30 | The Elizabethan poor laws | |  |  |  |  |
| HC31 | The foundation and fortunes of the East India Company | |  |  |  |  |
| HC32 | The changing role of women | |  |  |  |  |
| HC33 | The rebuilding of London | |  |  |  |  |
| HC34 | Life in restoration London | |  |  |  |  |
| HC35 | Law and order | |  |  |  |  |
| HC36 | Advances in medicine and surgery including the work of William Harvey | |  |  |  |  |
| HC37 | The founding of the Royal Society and the scientific discoveries of Isaac Newton, Robert Boyle and Edmund Halley | |  |  |  |  |
| HC38 | Developments in the arts and architecture | |  |  |  |  |
| Britain 1750-1900: A study of how expansion of trade and colonisation affected the United Kingdom, including the local area: | | | | | | |
| HC39 | The American Revolution | |  |  |  |  |
| HC40 | The Napoleonic Wars and the role of Nelson and Wellington | |  |  |  |  |
| HC41 | The development of Empire and colonial rule in India, South East Asia or Africa | |  |  |  |  |
| HC42 | The Opium Wars in China | |  |  |  |  |
| Britain 1750-1900: A study of how industrialisation affected the United Kingdom, including the local area: | | | | | | |
| HC43 | Industrialisation in the local area | |  |  |  |  |
| HC44 | Changes in agriculture and rural life | |  |  |  |  |
| HC45 | The development of legislation to improve working and living conditions | |  |  |  |  |
| HC46 | The role of scientists and inventors such as Edward Jenner, Humphry Davy, James Watt, Michael Farraday, Mary Somerville, Charles Darwin | |  |  |  |  |
| HC47 | The impact of industrialisation on cultural developments such as the works of William Hogarth, J M W Turner, Jane Austen, Charles Dickens, George Eliot, Gustav Holst, Henry Wood, William Gilbert and Arthur Sullivan | |  |  |  |  |
| Britain 1750-1900: A study of how political changes affected the United Kingdom, including the local area: | | | | | | |
| HC48 | The abolition of slavery and the slave trade in the British Empire, and the work of reformers such as William Wilberforce and Olaudah Equiano | |  |  |  |  |
| HC49 | Chartism | |  |  |  |  |
| HC50 | The extension of the franchise | |  |  |  |  |
| HC51 | The development of political parties | |  |  |  |  |
| HC52 | Relations between Ireland and Britain | |  |  |  |  |
| HC53 | The role of political leaders such as: Queen Victoria, Robert Peel, William Gladstone, Benjamin Disraeli | |  |  |  |  |
| HC54 | The role of reformers such as John Howard and Elizabeth Garret | |  |  |  |  |
| A European study before 1914 (each school will choose one from the list): | | | | | | |
| Either: A study of a significant period in the pre-history or history of Europe such as: | | | | | | |
| HO1 | The Neolithic Revolution | |  |  |  |  |
| HO2 | The Roman Empire | |  |  |  |  |
| HO3 | Europe in the time of Charlemagne | |  |  |  |  |
| HO4 | Astronomy, navigation, exploration and trade in the early modern period | |  |  |  |  |
| HO5 | Spain under Philip II | |  |  |  |  |
| HO6 | The Dutch Republic in the seventeenth century | |  |  |  |  |
| HO7 | The Ottoman Empire in the sixteenth and seventeenth centuries | |  |  |  |  |
| HO8 | France at the time of the Sun King | |  |  |  |  |
| HO9 | The reign of Peter the Great | |  |  |  |  |
| Or: A study of a significant event in the pre-history or history of Europe such as: | | | | | | |
| HO10 | The Crusades against Islam | |  |  |  |  |
| HO11 | The Italian Renaissance | |  |  |  |  |
| HO12 | Reformation and Counter-Reformation in the sixteenth century | |  |  |  |  |
| HO13 | The Thirty Years’ War | |  |  |  |  |
| HO14 | The French Revolution and the Napoleonic Era | |  |  |  |  |
| HO15 | The revolutions of 1848 | |  |  |  |  |
| HO16 | German and Italian Unifications | |  |  |  |  |
| HO19 | European imperialism in the nineteenth century | |  |  |  |  |
| A world study before 1900: A study of the cultures, beliefs and achievements of an African, American, Asian or Australasian society in the past (each school will choose one from the list): | | | | | | |
| HO20 | Islamic civilisations (seventh to sixteenth centuries) | |  |  |  |  |
| HO21 | The Qin Dynasty in China | |  |  |  |  |
| HO22 | Imperial China from the First Emperor to Kublai Khan | |  |  |  |  |
| HO23 | The Manchu Invasion and the fall of the Ming Dynasty | |  |  |  |  |
| HO24 | India from the Mughal Empire to the coming of the British | |  |  |  |  |
| HO25 | The civilisations of Peru | |  |  |  |  |
| HO26 | Indigenous Peoples of North America | |  |  |  |  |
| HO27 | Black peoples of the Americas | |  |  |  |  |
| HO28 | The West African empires | |  |  |  |  |
| HO29 | Japan under the Shoguns | |  |  |  |  |
| HO30 | Tokugawa Japan | |  |  |  |  |
| HO31 | The Phoenicians | |  |  |  |  |
| HO32 | The Maoris | |  |  |  |  |
| HO33 | Muhammad and Makkah | |  |  |  |  |
| HO34 | The empires of Islam in Africa | |  |  |  |  |
| HO35 | The Sikhs and the Mahrattas | |  |  |  |  |
| HO36 | The Zulu kingdoms | |  |  |  |  |
| A world study after 1900: | | | | | | |
| A study of some of the significant individuals from across the twentieth century such as: | | | | | | |
| HO37 | Winston Churchill | |  |  |  |  |
| HO38 | Adolf Hitler | |  |  |  |  |
| HO39 | Joseph Stalin | |  |  |  |  |
| HO40 | Benito Mussolini | |  |  |  |  |
| HO41 | Franklin Roosevelt | |  |  |  |  |
| HO42 | Mahatma Ghandhi | |  |  |  |  |
| HO43 | Mao Zedong | |  |  |  |  |
| HO44 | Martin Luther King | |  |  |  |  |
| A study of some of the significant events from across the twentieth century such as: | | | | | | |
| HO45 | The Western Front in the First World War | |  |  |  |  |
| HO46 | The Russian Revolution | |  |  |  |  |
| HO47 | The Depression and the New Deal in the USA | |  |  |  |  |
| HO48 | The rise of National Socialism in Germany | |  |  |  |  |
| HO49 | The emergence of Japan as a major world power | |  |  |  |  |
| HO50 | The partition of Ireland and its impact | |  |  |  |  |
| HO51 | The rise of modern China | |  |  |  |  |
| HO52 | The Vietnam War | |  |  |  |  |
| HO53 | The fall of the Berlin Wall | |  |  |  |  |
| A study of some of the significant developments from across the twentieth century such as: | | | | | | |
| HO54 | The changing role and status of women | |  |  |  |  |
| HO55 | The extension of the franchise in Britain and the work of reformers such as Christabel and Emmeline Pankhurst | |  |  |  |  |
| HO56 | The Welfare State | |  |  |  |  |
| HO57 | The origins and role of the United Nations, including the UN Charter and Universal Declaration of Human Rights | |  |  |  |  |
| HO58 | The break up of the overseas empires of European countries | |  |  |  |  |
| HO59 | The origins and development of the Commonwealth and its impact | |  |  |  |  |
| HO60 | The development of the European Union | |  |  |  |  |
| HO61 | The impact on the lives of people in different parts of the world of changes in the arts, communications, science and technology, such as the work of Marie Curie, Albert Einstein, and of James Watson, Francis Crick, Rosalind Franklin and Maurice Wilkins on the structure of DNA | |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject Area:** | | **History** | | **Baseline** | | **Autumn** | | | **Spring** | | **Summer** | | |
| **Subject-Specific Pedagogy** | | | | | | | | | | | | | |
| **Knowledge of Subject Specific Pedagogy** | | | | | | | | | | | | | |
| SSP.1 | Understanding the importance for a History department to have a clear curriculum intent | |  | |  | | |  | | | |  | |
| SSP.2 | How to ensure precise and correct use of subject-specific language | |  | |  | | |  | | | |  | |
| SSP.3 | How to lead a class discussion around key historical concepts | |  | |  | | |  | | | |  | |
| SSP.4 | How to build on prior knowledge, encouraging students to make links and connections | |  | |  | | |  | | | |  | |
| SSP.5 | How to break down complex History content/skills/tasks into smaller steps | |  | |  | | |  | | | |  | |
| SSP.6 | How to sequence a History lesson / series of lessons to move from foundational knowledge to more complex content? | |  | |  | | |  | | | |  | |
| SSP.7 | How to anticipate and address misconceptions in History / How to answer students’ questions | |  | |  | | |  | | | |  | |
| SSP.8 | How to scaffold History activities to make new knowledge more accessible / How to differentiate complex topics to higher and lower-ability students | |  | |  | | |  | | | |  | |
| SSP.9 | How to present, model, give examples / clear explanations for and clarify key historical concepts | |  | |  | | |  | | | |  | |
| SSP.10 | How to advise a group or individual on how to improve their skill level in your subject | |  | |  | | |  | | | |  | |
| SSP.11 | How to extend 'general knowledge' about subject, including cross-curricular links and multi-cultural aspects | |  | |  | | |  | | | |  | |
| **Knowledge of Subject Assessment & Development** | | | | | | | | | | | | | |
| SAD.1 | How confident would you be in assessing students’ knowledge and understanding of History? | |  | |  | | |  | | | |  | |
| SAD.2 | How confident would you be in assessing students’ skill development in History? | |  | |  | | |  | | | |  | |
| SAD.3 | How confident are you in deploying formative assessment strategies linked to lesson objectives during lessons (incl. hinge questions to pinpoint knowledge gaps, self and peer-assessment, etc.)? | |  | |  | | |  | | | |  | |
| SAD.4 | How confident would you be to write a History summative assessment on a topic chosen by the subject mentor, choosing, where possible, externally validated materials? | |  | |  | | |  | | | |  | |
| SAD.5 | How confident are you in using data (assessment, homework, etc.) to inform your planning? | |  | |  | | |  | | | |  | |
| SAD.6 | How confident are you in using data to set appropriate targets? | |  | |  | | |  | | | |  | |
| SAD.7 | How confident are you in planning for progression (short, medium and long-term)? | |  | |  | | |  | | | |  | |
| SAD.8 | Some schools teach History in mixed ability groups. How confident are you that you can involve every pupil in the learning process? | |  | |  | | |  | | | |  | |
| SAD.9 | How confident are you in checking prior knowledge to identify knowledge gaps and misconceptions? | |  | |  | | |  | | | |  | |
| SAD.10 | How confident are you in drawing conclusions about what pupils have learned by looking at patterns of performance over a number of assessments to inform future planning? | |  | |  | | |  | | | |  | |
| SAD.11 | How confident are you in assessing written answers to questions and identifying ways of improving the answer given through high-quality feedback and specific actions? | |  | |  | | |  | | | |  | |
| SAD.12 | How confident are you in making marking manageable and effective? (incl. use of verbal feedback, whole-class feedback, abbreviations, codes, peer-self-assessment, error highlighting, etc.) | |  | |  | | |  | | | |  | |
| SAD.13 | How secure is your knowledge of the History A-Level Content and Assessment Objectives? | |  | |  | | |  | | | |  | |
| SAD.14 | How secure is your knowledge of the History GCSE Content and Assessment Objectives? | |  | |  | | |  | | | |  | |
| SAD.15 | How would you rate your understanding of the 9-1 grades in History? | |  | |  | | |  | | | |  | |
| SAD.16 | How confident would you be in assessing students’ soft skills such as resilience, teamwork, empathy, fairness and collaboration in your subject? | |  | |  | | |  | | | |  | |
| **Child & Adolescent Development within your Subject** | | | | | | | | | | | | | |
| CAD.1 | How do you feel about creating effective learning environments? | | |  |  | | |  | | | |  | |
| CAD.2 | How do you feel about securing all pupils’ motivation and concentration? | | |  |  | | |  | | | |  | |
| CAD.3 | How confident are you creating challenging learning opportunities and promoting high aspirations for all learners, especially those from a disadvantaged background? | | |  |  | | |  | | | |  | |
| CAD.4 | How confident are you implementing effective strategies to engage students with behavioural, mental health or SEN within History? | | |  |  | | |  | | | |  | |
| CAD.5 | How confident are you working with pupils who may be disaffected in History lessons and raising their level of engagement and motivation? | | |  |  | | |  | | | |  | |
| CAD.6 | How confident are you building pupils’ confidence to attempt more complex tasks / multi-step problems. | | |  |  | | |  | | | |  | |
| CAD.7 | How confident are you at creating competitive and celebratory opportunities for students in your subject? | | |  |  | | |  | | | |  | |
| CAD.8 | How confident are you supporting out-of-classroom History learning (e.g. through your extra-curricular involvement) to increase participation in your subject and contribute to the holistic development of your students? | | |  |  | | |  | | | |  | |
| CAD.9 | How confident are you promoting effective behaviour for learning from students? | | |  |  | | |  | | | |  | |
| CAD.10 | How confident are you engaging parents in your students’ learning? | | |  |  | | |  | | | |  | |
| CAD.11 | History can sometimes highlight contentious or difficult areas of study and enquiry. How confident are you in being able to address any moral issues that may arise? | | |  |  | | |  | | | |  | |
| CAD.12 | Working in a faith school and teaching some areas of history can demonstrate areas of conflict. Do you have experience of dealing with such areas? | | |  |  | | |  | | | |  | |
| **Professional Skills (Literacy & Numeracy)** | | | | | | | | | | | | | |
| PS.1 | Own literacy skills *(see detail of requirements on CTTP Teams VLE >> Library >> Professional Skills)* | | |  | | |  | | |  | | |  |
| PS.2 | Ability to support the development of students’ literacy within History. | | |  | | |  | | |  | | |  |
| PS.3 | Own numeracy skills *(see detail of requirements on CTTP Teams VLE >> Library >> Professional Skills)* | | |  | | |  | | |  | | |  |
| PS.4 | Ability to support the development of students’ numeracy within History. | | |  | | |  | | |  | | |  |
| **Effective Use of ICT** | | | | | | | | | | | | | |
| ICT.1 | Word | | |  |  | | |  | | | |  | |
| ICT.2 | Excel | | |  |  | | |  | | | |  | |
| ICT.3 | PowerPoint | | |  |  | | |  | | | |  | |
| ICT.4 | Interactive Whiteboard | | |  |  | | |  | | | |  | |
| ICT.5 | School’s Online Learning Platform (Teams, Google Classroom, SharePoint, etc.) | | |  |  | | |  | | | |  | |
| ICT.6 | School’s Systems (SIMS, CPOMS, Class Charts, etc.) | | |  |  | | |  | | | |  | |
| ICT.7 | Understanding of e-Safety and how to support it | | |  |  | | |  | | | |  | |
| ICT.8 | How to use ICT in the classroom to raise engagement and support the individual? | | |  |  | | |  | | | |  | |
| ICT.9 | How to use ICT and online resources to help manage your workload? | | |  |  | | |  | | | |  | |
| ICT.10 | How to deliver an effective remote lesson / blended lesson? | | |  |  | | |  | | | |  | |

SK Development  
Subject Knowledge Day Compulsory Reading

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SK Day 1** |  | **History programmes of study: key stage 3**, DfE, 2013 □  *A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.*  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239075/SECONDARY_national_curriculum_-_History.pdf> |  | **AQA Glossaries** □□  *GCSE History Command Words*  **\***<https://filestore.aqa.org.uk/resources/history/AQA-8145-COMMAND-WORDS.PDF>  *AS and A-Level Command Words*  https://www.aqa.org.uk/resources/history/as-and-a-level/history-7041-7042/teach/command-words |
| **SK Day 2** |  | **History GCSE subject content**, DfE, 2014 □□  *The GCSE subject content sets out the knowledge, understanding, skills and assessment objectives common to all GCSE specifications in a given subject. Together with the assessment objectives it provides the framework within which awarding organisations create the detail of their specifications, so ensuring progression from key stage 3 national curriculum requirements and the possibilities for progression to A level.*  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/310549/history_GCSE_formatted.pdf> |  | **GCE AS and A level subject content for history**, DfE, 2014 □□  *AS and A level subject content sets out the knowledge, understanding and skills common to all AS and A level specifications in history.*  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/302102/A_level_history_subject_content.pdf> |
| **SK Day 3** |  | **Including students with SEN and/or disabilities in secondary history**, TDA, 2009 □  *This booklet gives tutors and trainees information about subject-specific issues in the history curriculum for students with SEN and/or disabilities. It offers a straightforward introduction to planning inclusive history lessons.*  <https://dera.ioe.ac.uk/13795/1/history.pdf> |  | **Access and engagement in history Teaching pupils for whom English is an additional language**, Department for Education and Skills, 2002 □  *The guidance is in two parts. Sections 1 to 4 are intended for subject leaders of history and ethnic minority achievement (EMA) in secondary schools. These sections are designed to support a departmental meeting focused on reviewing the attainment of pupils learning English as an additional language (EAL), and should be read in conjunction with the later sections. Sections 5 to 8 are for all history teachers and their EMA colleagues. They aim to help teachers support pupils learning EAL in the classroom, particularly those working at levels 3 to 4 and who have been learning in English for a minimum of two years, in order to raise their attainment in history lessons.*  <http://www.naldic.org.uk/Resources/NALDIC/Teaching%20and%20Learning/sec_ks3_hi_eal_access_engage.pdf> |
| **SK Day 4** |  | **Refocusing Assessment history**, NFER, 2017 □  *SSAT, ASCL and NFER have worked together to produce Refocusing Assessment, which is a resource to support schools in developing and reviewing their assessment practice.*  <https://www.nfer.ac.uk/publications/GTGA01/history.pdf> |  | **Reading set by the SK Tutor**  Record details of the reading set below: |

SK Development  
Task Bank

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

**Task 1: KS3 & KS4 Areas for Development – Oak National Academy**

Identify areas of the subject that you wish to develop and find corresponding lessons at <https://www.thenational.academy/>

Record the lessons completed below:

|  |  |  |  |
| --- | --- | --- | --- |
| **Topics** | **Quiz Score** | **Written Answers** | **Notes (New Knowledge)** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |



Task completed:

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

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

**Task 2: KS3 & KS4 Areas for Development – Research & Mindmap**

Identify an area of the subject that you wish to develop and research it using a range of reliable sources.

Record your sources.

|  |
| --- |
|  |

Produce a mindmap of your findings including key facts, concepts, terminology, examples and skills (as relevant).

|  |
| --- |
|  |



Task completed:

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

|  |  |  |
| --- | --- | --- |
| **Subject Area:** | History | **Subject-Specific Pedagogy  Development Tasks** |

**Task 3: KS3 & KS4 Areas for Development – Lesson Resources**

Identify an area of the subject that you wish to develop and research it using a range of reliable sources.

Record your sources.

|  |
| --- |
|  |

Produce a resource on the topic (worksheet, card sort activity, PowerPoint, movie, etc.).



Task completed:

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

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

**Task 4: GCSE Content**

Complete a Specimen or Past GCSE Paper and self-assess your answers using the mark scheme. You may refer to your Self-Directed Study Material booklet. Identify the following:

|  |  |  |
| --- | --- | --- |
|  | **Strengths** | **Areas for Development** |
| **Topic(s)** |  |  |
| **Skill(s)** |  |  |
| **Knowledge** |  |  |
| **Question Type(s)** |  |  |



Task completed:

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

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

**Task 5: A-Level Content**

Complete a Specimen or Past A-Level Paper and self-assess your answers using the mark scheme. You may refer to your Self-Directed Study Material booklet. Identify the following:

|  |  |  |
| --- | --- | --- |
|  | **Strengths** | **Areas for Development** |
| **Topic(s)** |  |  |
| **Skill(s)** |  |  |
| **Knowledge** |  |  |
| **Question Type(s)** |  |  |



Task completed:

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

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

**Task 6: National Curriculum & Departmental Scheme of Work**

Look at the National Curriculum for your subject as well as your department’s scheme of work. Reflect on how the Scheme of Work meet the requirements of the National Curriculum.

|  |  |  |
| --- | --- | --- |
|  | **National Curriculum**  **Programme of Study** | **Departmental**  **Scheme of Work** |
| Aims |  |  |
| Content |  |  |



Task completed:

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

|  |  |  |
| --- | --- | --- |
| **Subject Area:** | History | **Subject-Specific Pedagogy  Development Tasks** |

**Task 7: Academic Reading**

Select a book / article on an aspect of pedagogy that you wish to develop. You may refer to your Self-Directed Study Material booklet. Consider the following:

|  |
| --- |
| Title: |

**7.1.** What do you already know on the topic?

|  |
| --- |
|  |

**7.2.** What are the key ideas/concepts/terms introduced in the book / article?

|  |
| --- |
|  |

**7.3.** What are the key classroom strategies presented?

|  |
| --- |
|  |

**7.4.** How does it relate to your current experience in the classroom?

|  |
| --- |
|  |

**7.5.** How is this reading going to impact on your classroom practice?

|  |
| --- |
|  |



Task completed:

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

|  |  |  |
| --- | --- | --- |
| **Subject Area:** | History | **Subject-Specific Pedagogy  Development Tasks** |

**Task 8: Resource Analysis**

Select a lesson on a topic of your choice from your subject’s section at the Oak National Academy <https://www.thenational.academy/>. Consider the following:

|  |  |
| --- | --- |
| **Points for Consideration** | **Teaching Strategies** |
| **8.1.** How are the learning goals and expected outcomes of the lessons shared with the students? |  |
| **8.2.** How are success criteria shared with the students? |  |
| **8.3.** How is prior knowledge activated? |  |
| **8.4.** How is new content introduced? How much new information is introduced? |  |
| **8.5.** How are instructions made clear and explicit to the students? |  |
| **8.6.** How are explanations given and chunked? |  |
| **8.7.** How is the expected standard modelled? |  |
| **8.8.** How are tasks broken into sequential components? |  |
| **8.9.** How are independent practice opportunities built into the lessons? |  |
| **8.10.** How are time frames/word counts suggested to students? |  |
| **8.11.** How are tasks differentiated to cater for various abilities? |  |
| **8.12.** How are tasks scaffolded to allow all students to access the learning? |  |
| **8.13.** How is feedback given? |  |
| **8.14.** How do they anticipate and address students’ misconceptions? |  |
| **8.15.** How is self-assessment facilitated using success criteria? |  |
| **8.16.** How is the content of the following lessons introduced? |  |



Task completed:

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

|  |  |  |
| --- | --- | --- |
| **Subject Area:** | History | **Subject-Specific Pedagogy  Development Tasks** |

**Task 9: Lesson Observation & Subject/Curriculum Knowledge**

During your observation period in school, write a short reflection on each of the following.

|  |  |
| --- | --- |
| **Points for Consideration** | **Teaching Strategies** |
| **9.1.** How is students’ prior knowledge taken into account? |  |
| **9.2.** How is students’ attention focused on the content (e.g. complexity of the task kept to a minimum)? |  |
| **9.3.** How is complex material broken into smaller steps? |  |
| **9.4.** How is the lesson sequenced to move from foundational knowledge to more complex content? |  |
| **9.5.** How are misconceptions anticipated and addressed? |  |
| **9.6.** How are students allowed to review and practice key ideas and concepts over time? |  |
| **9.7.** How is learning scaffolded to make new knowledge more accessible? |  |
| **9.8.** How are modelling, examples and explanations used to structure new learning? |  |



Task completed:

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

Evidence of SK Development  
Secondary Subject-Knowledge Development

**What work have you done to develop your subject knowledge?**Evidence what you did to improve your subject knowledge in the boxes below.

|  |  |  |
| --- | --- | --- |
| **Term 1** | September/ October | November/ December |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Term 2** | January/ February | March/ April |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Term 3** | May/ June | June/ July |
|  |  |

Notes:

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

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

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Trainer) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

Guidance Notes & Definitions  
Appendix A

**Subject Knowledge Development**

*Evidence suggests that a high level of subject expertise is a characteristic of good teaching (Sadler and others, 2013 and Hill and others, 2005)*.

The Carter Review of ITT (2014) believes that though many ITT entrants will begin their courses with sound subject knowledge, ITT must nevertheless systematically address gaps and misconceptions in core subject knowledge. They have found that in some cases, there can be a perception, often from trainees themselves, that they begin ITT with all of the content knowledge they will need and that ITT only needs to teach new teachers how to translate that knowledge effectively. For example, evaluations from subject knowledge enhancement courses show trainees begin courses believing they have a reasonable level of subject knowledge in their subject of study, but after the course recognise that they over-estimated their levels of understanding of their subject (Department for Education (DfE), 2013).

Addressing subject knowledge systematically is important across all subjects. For secondary teachers a degree will form an important basis but not a guarantee of good subject knowledge across the breadth of the national curriculum in their subject.

They have found that these challenges mean it is important for subject knowledge to be treated as a priority in ITT. They consider the following practices as characteristics of effective teaching to address subject knowledge development:

n **Subject knowledge development should be addressed systematically**, through a process of auditing and tracking with specific on-going input to address subject knowledge gaps. There is a range of online tools provided by subject associations as well as subject knowledge specifications that can support this process.

n **Subject knowledge development in ITT should be sharply focused on “subject knowledge for teaching”**; it should focus on the content knowledge and concepts required to deliver the national curriculum and exam syllabi where relevant, ensuring that content reflects any changes to these. Emphasis should also be put on exploration of the importance of the subject and why it matters to the learner now and in the future.

n **Trainees need access to high-quality subject expertise** – making systematic use of subject expertise in schools (such as Specialist Leaders in Education (SLEs)), and cross-phase expertise in some cases.

The Teachers’ Standards require trainees to demonstrate good subject knowledge. Subject knowledge is an area that all teachers must continue to review and develop throughout their career. As such, ITT providers should instil an expectation and appetite for on-going development of subject knowledge beyond ITT and throughout a teacher’s career. Directing trainees towards subject communities and networks, as well as resources from subject associations, is a helpful way of supporting this.

**Subject-Specific Pedagogy**

*There is evidence to suggest that teachers who understand how pupils think about subjects, including their common misconceptions, are more likely to have a positive impact on pupil outcomes (Sadler and others, 2013 and Hill and others, 2005).*

The Carter Review of ITT (2014) believe that ITT programmes should address subject-specific issues, including phases of progression within the subject, linkages between subjects as well as common misconceptions and how to address them, as well as develop confidence in practical issues relating to their subject (for example, experiments in science and use of equipment in Design and Technology).

Providers and schools have also told us that it is important that both trainers and mentors have a strong grasp of subject-specific pedagogy. This relates to the issues above about trainees having access to sufficient subject expertise.

**Subject Knowledge in the ITT Core Content Framework**

n **Trainees must learn that…**

* Secure subject knowledge helps teachers to motivate pupils and teach effectively.
* Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge.
* Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.
* In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.

n **Trainees must learn how to…**

* Identify essential concepts, knowledge, skills and principles of the subject.
* Ensure pupils’ thinking is focused on key ideas within the subject.
* Provide opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject.
* Use resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content).
* Extend subject and pedagogic knowledge as part of the lesson preparation process.