

Subject Knowledge Audit for PGCE History  **CONTENTS PAGE**

[**Introduction 2**](#_gjdgxs)

[The subject knowledge audit 2](#_30j0zll)

[The features of subject knowledge 2](#_1fob9te)

**Subject Knowledge Audit for History**

**2016-17**

Secondary Programme

School of Education

[**Levels of subject knowledge 3**](#_2et92p0)

[Entries in your audit 3](#_tyjcwt)

[Improving subject knowledge 4](#_3dy6vkm)

[**Subject Knowledge audit for History 4**](#_1t3h5sf)

# Introduction

## The subject knowledge audit

This audit aims to do several things:

* To help you know what subject knowledge is needed for your subject. **Since the introduction of new GCSE and A-Level syllabi there is now a vast range of possible historical topics that schools could study. Therefore, there are some black audit pages for both GCSE and A-Level for you to fill in the relevant subject knowledge you require depending of your placement schools’ topics.**
* To help you identify your strengths and areas for development in your subject knowledge.
* To allow your Academic Trainer and Training Mentors to track your progress in developing subject knowledge and guide you in increasing your knowledge further.
* To play a part in helping you to provide evidence of your achievement against the Teachers’ Standards that relate to subject knowledge.

## The features of subject knowledge

There are different ways to think about subject knowledge in the context of teacher training. In its broadest sense, it can consist of the information, concepts, processes and skills in the subject, as well as the methods to teach, plan and assess it. For the purpose of this audit, the focus is mainly on the subject matter itself. Although, you should also be aware of the concepts and processes that underpin this material and how it fits in with the new curriculum and examination syllabi at KS4 and KS5.

# The need to know

No teacher knows everything about their subject and there is no way they can. What is essential, however, is that you make sure that you become sufficiently knowledgeable in any topic you need to teach during a school placement. You will certainly discover that one of the best ways to increase subject knowledge is to teach it to someone else.

**Making accurate judgements**

At first, you may find it difficult to make accurate judgements about your level of subject knowledge. You may either overestimate or underestimate what you know in relation to the standard at which it needs to be taught. Reading text books and course documents, careful observation and your own teaching experience will improve your ability to make more accurate judgements during the course. Your level of subject knowledge will also be assessed by your Academic Trainer, Training Mentors and others work you do. You need to keep a copy of your subject knowledge audit in your Professional Learning and Practice Portfolio (PLPP).

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# Levels of subject knowledge

**The four levels**

The audit identifies four levels of subject knowledge. These range from Level 1 as the highest level, though to Level 4 as the lowest level. For RE, the definitions are as follows (see below). The definitions focus on your knowledge of the material rather than on the teaching methods needed to teach it.

**Level 1**

Your knowledge is current and to a degree standard that would make you secure to teach the subject to any level in a school, up to and including AS/A2 level courses. You know and understand both the fundamental principles and the complexities of the topic. You may need to undertake some revision of the topic, especially to update case studies.

**Level 2**

Your knowledge is good and would enable you to teach the material to teach the material competently and confidently to at least GCSE standard. Some of your ideas may be outdated. You would benefit from some revision and updating.

**Level 3**

Your knowledge is sound, but you only feel confident to teach the material to KS3 standard. You are unsure of the fundamental principles of the topic and may also feel you need considerable revision of the material so that you can become confident to teach the topic to at least GCSE standard.

**Level 4**

You have never studied the topic, or your knowledge is not sufficient to teach it to any standard. If required to teach this topic, you will need to read text books and schemes of work to see what needs to be taught and the level that is appropriate.

**Entries in your audit**

There are six times during the year by which date you need to update this audit. You can do this by waiting until the set dates, or by making regular entries, especially during school training.

* First audit for the PGCE interview
* Progress Review Point 1 (September)
* Progress Review Point 2 (October)
* Progress Review Point 3 (January)
* Progress Review Point 4 (April)
* Progress Review Point 5 (June)

## Improving subject knowledge

The subject work in your PGCE course is mostly about how to teach the subject, rather than about teaching you the material to teach. You will, however, improve your subject knowledge through learning about how to teach it. You must also appreciate that you will need to take responsibility for learning new material and raising your level of subject knowledge, especially when working in schools on placements. Your Academic Trainer and Training Mentors can help with resources and in other ways, but this is an aspect of the course in which you need to develop independent strategies for learning. For example, pairing up with another Bath Spa Teacher (BST) from your subject group who has different skill sets to your own to share expertise and resources.

**Subject Knowledge Audit for HISTORY**

Enter your level of knowledge at each of the five dates during the course. Use the final column for notes to describe the origin of your knowledge, for example, from a degree module, work experience, AS/A2 level etc., to describe actions you take to improve your knowledge and to refer to where evidence of your achievement can be found.

**Example Entries**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Knowledge of subject****The development of Church, state, and society in Medieval Britain 1066-1609** | **Interview** | **PRP1** | **PRP2** | **PRP3** | **PRP 4** | **PRP 5** | **Progress log: origin of knowledge (degree course etc), actions taken.** |
| * The Norman Conquest.
 | 4 | 4 | 3 | 3 | 3 | 3 | Topic not studied since Year 7 in school. 20/07/21 Read and took notes on KS3 textbook pages on the topic, following my interview.20/10/22 Developed resources and a series of 3 lessons on the Battle of Hastings. 28/10/22 Developed a medium term plan, on how William the Conqueror gained and kept control of England. This connected to my Assignment 1, which focused on Historical Reasoning and Change.28/11/22 Marked an assessment of a year 7 class which was an essay on ‘How did William keep control?’  |

**Subject Knowledge Audit**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Knowledge of subject** | **Interview** | **PRP 1** | **PRP 2** | **PRP3** | **PRP4** | **PRP5** | **Notes to include: origin knowledge (degree course etc), actions to be taken and reference to evidence** |
| **The development of Church, state and society in Medieval Britain 1066-1509** |
| The Norman Conquest.Christendom, the importance of religion and the Crusades.The struggle between Church and crown. Magna Carta and the emergence of Parliament. |  |  |  |  |  |  |  |
| Society, economy and culture: for example, feudalism, religion in daily life (parishes, monasteries, abbeys), farming, trade and towns (especially the wool trade), art, architecture and literature. The Black Death and its social and economic impact.The Peasants’ Revolt.The Hundred Years War.The Wars of the Roses; Henry VII and attempts to restore stability. |  |  |  |  |  |  |  |
|  **The development of Church, state and society in Britain 1509-1745** |
| * The 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 the first contact with India.
* The causes and events of the English Civil War.
* The Interregnum (including Cromwell in Ireland).
* The Restoration, ‘Glorious Revolution’ and power of Parliament.
* The Act of Union of 1707, the Hanoverian succession and the Jacobite rebellions of 1715 and 1745.
* Society, economy and culture across the period: for example, work and leisure in town and country, religion and superstition in daily life, theatre, art, music and literature.
 |  |  |  |  |  |  |  |
| **Ideas, political power, industry and empire: Britain, 1745-1901** |
| * The Enlightenment in Europe and Britain, with links back to 17th-Century thinkers and scientists and the founding of the Royal Society.
* Britain’s transatlantic slave trade: its effects and its eventual abolition.
* The Seven Years War and The American War of Independence.
* The French Revolutionary wars.
* Britain as the first industrial nation – the impact on society.
* Party politics, extension of the franchise and social reform.
* The development of the British Empire.
 |  |  |  |  |  |  |  |
| **challenges for Britain, Europe and the wider world 1901 to the present day In addition to studying the Holocaust** |
| * Women’s suffrage.
* The First World War and the Treaty of Versailles.
* The inter-war years: The Great Depression and the rise of dictators.
* The Second World War and the wartime leadership of Winston Churchill.
* The creation of the Welfare State.
* Indian independence and end of Empire.
* Social, cultural and technological change in post-war British society.
* Britain’s place in the world since 1945.
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**GCSE Subject Knowledge Audit**

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| **Knowledge of subject** | **Interview** | **PRP 1** | **PRP 2** | **PRP3** | **PRP4** | **PRP5** | **Notes to include: origin knowledge (degree course etc), actions to be taken and reference to evidence** |
| **GCSE Topics** |
|  |  **N/A** |  |  |  |  |  |  |

**A-Level Subject Knowledge Audit**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Knowledge of subject** | **Interview** | **PRP 1** | **PRP 2** | **PRP3** | **PRP4** | **PRP5** | **Notes to include: origin knowledge (degree course etc), actions to be taken and reference to evidence** |
| **A-Level Topics** |
|  | **N/A** |  |  |  |  |  |  |