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| --- | --- | --- | --- | --- | --- | --- |
| **Subject Knowledge Audit: History** | | | | | | |
| Self Assessment Grading Grade 1 - Excellent level of knowledge and understanding. Fully prepared to teach. Grade 2- Good level of knowledge and understanding. Not fully confident to teach. Grade 3 - Some knowledge and understanding. Further research and study required before teaching. Grade 4 - Limited knowledge and understanding. Action planning required to prepare for teaching | | | | | | |
| **Area of subject knowledge** | | **Self-assessment grade 1-4** | | | | |
|  | | **June Pre-course** | **September Commencement of course** | **December At the end of the autumn term.** | **March At the end of the spring term** | **June At the end of the summer term.** |
| **Curriculum content** | How aware are you of the history pupils will have been taught before KS3? |  |  |  |  |  |
|  | How aware are you of the content of GCSE history and how this builds on the history taught at KS3? |  |  |  |  |  |
|  | How aware are you of the content of A'level history and how this builds on the history taught at KS4? |  |  |  |  |  |
| **Key subject content** | **How confident do you feel about teaching pupils about…** |  |  |  |  |  |
|  | ...the development of Church, state and society in Medieval Britain 1066-1509? |  |  |  |  |  |
|  | ...the development of Church, state and society in Britain 1509-1745? |  |  |  |  |  |
|  | ...ideas, political power, industry and empire: Britain, 1745-1901? |  |  |  |  |  |
|  | ...challenges for Britain, Europe and the wider world 1901 to the present day (including the Holocaust)? |  |  |  |  |  |
| **Historical studies** | **How confident do you feel about teaching/preparing pupils to undertake** |  |  |  |  |  |
|  | ...a local history study? |  |  |  |  |  |
|  | ... a study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066? |  |  |  |  |  |
|  | .. a study of a significant society or issue in world history and its interconnections with other world developments? |  |  |  |  |  |
| **Skills** | **How confident do you feel about ensuring that pupils are able to…** |  |  |  |  |  |
|  | ...identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time? |  |  |  |  |  |
|  | ...use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response? |  |  |  |  |  |
|  | ...understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed? |  |  |  |  |  |
|  | How confident are you in being able to teach and support pupils in creating structured accounts, including written narratives, descriptions and analyses? |  |  |  |  |  |
| **Using technology in the teaching of history** | **Do you feel confident about..** |  |  |  |  |  |
|  | ..creating, renaming, moving, copying and deleting files? |  |  |  |  |  |
|  | ..downloading and printing files? |  |  |  |  |  |
|  | ..creating an Excel spreadsheet? |  |  |  |  |  |
|  | ..using a database? |  |  |  |  |  |
|  | ..creating an electronic presentation, e.g. PowerPoint or Prezi? |  |  |  |  |  |
|  | ..sending and receiving email? |  |  |  |  |  |
|  | ..locating documents on a hard drive, CD ROM, USB or network? |  |  |  |  |  |
|  | ..using interactive whiteboards, e.g. Smartboard, Promethean? |  |  |  |  |  |
|  | ..using tablets, e.g. iPads? |  |  |  |  |  |
|  | ..using online forums or class blogs? |  |  |  |  |  |
|  | ..using social media for educational purposes? |  |  |  |  |  |