



Subject Knowledge Audit – History

Please decide on your ability to teach the content/skills listed below at KS3/KS4	
KEY:	
4	No knowledge – Currently a gap in my subject area
3	Limited knowledge – Would not feel confident to teach this content
2	Good knowledge – Confident in ability to teach with some guidance
1	Expert knowledge - Confident to teach
The completed subject audit will be used by your Mentor to create your Individual Training Plan. Your progress will be reviewed on a fortnightly basis.	
You should review and record your progress at each review window below (and share this with your Mentor)	

Subject Area: History	Baseline (4 -1)	Dec. (3 -1)	May (3 -1)	Target for ECT year if applicable
Subject Knowledge				
	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	Henry II and Thomas Becket			
HC4	The Black Death			
HC5	The Peasants' Revolt			
HC6	The Wars of the Roses			
	Britain 1066-1500: Characteristic features of life:			
HC7	The structure of medieval society			
HC8	The influence of communities of monks and nuns			
	Towns, guilds and charters			
HC9	Religious and secular art and architecture			

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HC10	The impact of the written and printed word including monastic writings				
	Britain 1500-1750: a study of crowns, parliaments and people: the major political and religious changes:				
HC11	Reformation and religious settlement				
HC12	Relations with other European countries in the sixteenth centuries				
HC13	Religious persecution and the voyage of the Pilgrim Fathers				
HC14	Charles I and the Civil Wars				
HC15	Oliver Cromwell and the Commonwealth including relations with Scotland and Ireland				
HC16	Charles II and the Restoration				
HC17	Mary, William III and the Glorious Revolution				
HC18	The effects of Act of Union on Wales				
HC19	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:				
HC20	The Elizabethan poor laws				
HC21	The foundation and fortunes of the East India Company				
HC22	The changing role of women				
HC23	Life in restoration London				
HC24	Law and order				
HC25	Advances in medicine and surgery including the work of William Harvey				
HC26	The founding of the Royal Society and the scientific discoveries of Isaac Newton, Robert Boyle and Edmund Halley				
	Britain 1750-1900: A study of how expansion of trade and colonisation affected the United Kingdom, including the local area:				



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HC27	The American Revolution				
HC28	The Napoleonic Wars and the role of Nelson and Wellington				
HC29	The development of Empire and colonial rule in India, South East Asia or Africa				
	Britain 1750-1900: A study of how industrialisation affected the United Kingdom, including the local area:				
HC30	Industrialisation in the local area				
HC31	Changes in agriculture and rural life				
HC32	The development of legislation to improve working and living conditions				
HC33	The role of scientists and inventors such as Edward Jenner, Humphry Davy, James Watt, Michael Faraday, Mary Somerville, Charles Darwin				
HC34	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:				
HC35	The abolition of slavery and the slave trade in the British Empire, and the work of reformers such as William Wilberforce and Olaudah Equiano				
HC36	Chartism				
HC37	The extension of the franchise				
HC38	The development of political parties				
HC39	Relations between Ireland and Britain				
HC40	The role of political leaders such as: Queen Victoria, Robert Peel, William Gladstone, Benjamin Disraeli				
HC41	The role of reformers such as John Howard and Elizabeth Garret				
	A European study before 1914 (each school will choose one from the list):				

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	Either: A study of a significant period in the pre-history or history of Europe such as:				
HO1	Astronomy, navigation, exploration and trade in the early modern period				
HO2	Spain under Philip II				
HO3	The Dutch Republic in the seventeenth century				
HO4	The Ottoman Empire in the sixteenth and seventeenth centuries				
HO5	France at the time of the Sun King				
	Or: A study of a significant event in the pre-history or history of Europe such as:				
HO6	The Crusades against Islam				
HO7	The Italian Renaissance				
HO8	Reformation and Counter-Reformation in the sixteenth century				
HO9	The Thirty Years' War				
HO10	The French Revolution and the Napoleonic Era				
HO11	The revolutions of 1848				
HO12	German and Italian Unifications				
HO13	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):				
HO14	Islamic civilisations (seventh to sixteenth centuries)				
HO15	Indigenous Peoples of North America				
HO16	Black peoples of the Americas				
HO17	The West African empires				
	A study of some of the significant individuals from across the twentieth century such as:				

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HO18	Winston Churchill				
HO19	Adolf Hitler				
HO20	Joseph Stalin				
HO21	Benito Mussolini				
HO22	Franklin Roosevelt				
HO23	Mahatma Ghandhi				
HO24	Mao Zedong				
HO25	Martin Luther King				
	A study of some of the significant events from across the twentieth century such as:				
HO26	The Western Front in the First World War				
HO27	The Russian Revolution				
HO28	The Depression and the New Deal in the USA				
HO29	The rise of National Socialism in Germany				
HO30	The emergence of Japan as a major world power				
HO31	The partition of Ireland and its impact				
HO32	The rise of modern China				
HO33	The Vietnam War				
HO34	The fall of the Berlin Wall				
	A study of some of the significant developments from across the twentieth century such as:				
HO35	The changing role and status of women				
HO36	The extension of the franchise in Britain and the work of reformers such as Christabel and Emmeline Pankhurst				



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HO37	The Welfare State				
HO38	The origins and role of the United Nations, including the UN Charter and Universal Declaration of Human Rights				
HO39	The break up of the overseas empires of European countries				
HO40	The origins and development of the Commonwealth and its impact				
HO41	The development of the European Union				
HO42	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				
Knowledge of Subject Specific Pedagogy					
	How do you feel about creating effective learning environments?				
	How do you feel about securing pupils' motivation and concentration?				
	How do you feel about providing equality of opportunity through teaching approaches?				
	How do you feel about using appropriate assessment approaches?				
	How do you feel about setting targets for learning?				
Knowledge of Subject Assessment & Development					
	Many schools teach history in mixed ability groups. How confident are you that you can involve every pupil in the learning process?				
	Assessment of learning and assessment for learning employ a range of strategies for monitoring progress. Do you have experience of any strategies?				
	In light of the new GCSE and A Level syllabuses, how confident are you with the different ways that they are now going to be assessed and measured?				



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Evidence of subject knowledge development

Record below the things you have **read and researched** to improve your subject knowledge in the boxes below.

Term 1	September/ October	November/ December
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Term 2	January/ February	March/ April
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Term 3	May/ June	June/ July
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Please sign this sheet off at the end of the training year:

Signed: _____ (Trainee) Date: _____

Signed: _____ (Mentor) Date: _____