



Leeds Trinity
University

PGCE History

Subject Knowledge Development
Tracker

Introduction

Knowledge is central to great teaching. The Sutton Trust's "What Makes Great Teaching" report, published in 2014 noted that,

"The most effective teachers have deep knowledge of the subjects they teach, and when teachers' knowledge falls below a certain level it is a significant impediment to students' learning. As well as a strong understanding of the material being taught, teachers must also understand the ways students think about the content, and identify students' common misconceptions."

How to Use the Tracker

You will be asked to use the tracker at the following times over the course of the year:

- a. Before you begin the course and at the end of each Stage, you will be required to **self-assess your knowledge**. This will reveal relevant areas of strength and weakness.
- b. During your placement, and as your knowledge develops, you will be required to **reflect on, and update the key takeaways** for relevant sections of the tracker.

YOUR TRACKER WILL BE CHECKED REGULARLY. PLEASE ENSURE YOU KEEP IT UP TO DATE

Key Reading

This Subject Knowledge Tracker is based on the following documents, all of which you need to have read:

- [The ITT Core Curriculum](#)
- [The National Curriculum Programmes of Study](#)
- [GCSE Subject Content](#)

Finding Sources

The HA Podcasts are a great place to begin
We have curated a list of other useful resources here

The Tracker Document

This tracker document is designed to help you reflect on your substantive and disciplinary knowledge of history. It is split into two sections and each section has two parts:

1. **Disciplinary Knowledge** – In this section you are exploring the things you need to know as a teacher about the ways in which history functions. Part (a) is a summary of your knowledge; Part (b) focuses on the key takeaways for you as a teacher.
2. **Substantive Knowledge** – In this section you are exploring the core content students need to master. Part (a) is a summary of your knowledge. Part (b) is left open for you to include specific units you are teaching on your placements. You may initially only teach a single unit.

The aim of the tracker is to focus your mind on establishing the **key takeaways students should have** about the listed content by the time they have finished studying it. For each unit you include you should think about the key ideas and developments students should absolutely know.

The takeaways you identify will reveal a lot about your developing thinking and understanding about various aspects of history.

1) Self-Assessment: Disciplinary Knowledge

You will need to fill in this self-assessment before the course begins and at the end of each stage. audit regularly. You need to colour code each of the areas as follows:

	A weakness – you have little or no knowledge of this area.
	An area requiring improvement – you have some knowledge of this area but it may not be informed by much wider research.
	Fair – you have a fair knowledge of this area and would be confident to explain it to students. You have done some specific reading/had professional discussions about this issue.
	Solid – you have a good knowledge of this area and could explain it confidently to students. You have done more than once piece of specific reading and had professional discussions around this issue.

ITT Core Curriculum for History

	Pre-Course	End Stg 1	End Stg 2	End Stg 3
Knowledge of scholarship on the teaching of history and how this might be applied in the classroom.				
The range of resources available to history teachers (including textbooks and digital resources) and how these might be selected and used effectively .				
The principles of effective assessment in history.				
An understanding of how history curricula are designed and adapted in schools.				
The nature of a thematic, period and depth study as defined by the DfE.				
The philosophy of history ie. an understanding of the development of history as a discipline.				

Second-Order Concepts & Pedagogy

	Pre-Course	End Stg 1	End Stg 2	End Stg 3
Techniques and pedagogical approaches to teach history as a coherent, chronological narrative (AO1)				
Pedagogical approaches to ensure progress in, and address common misconceptions about the relations between Britain and the wider world over time (AO1)				
Pedagogical approaches to ensure progress in, and address common misconceptions about historical continuity and change (AO2)				
Pedagogical approaches to ensure progress in, and address common misconceptions about historical cause and consequence (AO2)				
Pedagogical approaches to ensure progress in, and address common misconceptions about historical similarity and difference (AO2)				
Pedagogical approaches to ensure progress in, and address common misconceptions about historical significance (AO2)				
Pedagogical approaches to ensure progress in, and address common misconceptions about the processes of historical enquiry and the critical use of evidence to make and support claims (AO3)				
Pedagogical approaches to ensure progress in, and address common misconceptions about the process of construction and interpretation of the past, and how to engage critically with such interpretations (AO4)				
Pedagogical approaches to ensure progress in communicating historical knowledge (AO1-4)				

2a) Self-Assessment: Substantive Knowledge

You will need to fill in this self-assessment before the course begins and at the end of each stage. You need to colour code each of the areas as follows:

	A weakness – you have little knowledge of this area. You struggle to identify key or relevant knowledge for this period and have a limited grasp of key dates.
	An area requiring improvement – you have some knowledge of this area but it may not be informed by much wider research. You may be able to identify a few key episodes, people or dates. You may have limited sense of their broader context or links to other units in this period.
	Fair – you have a fair knowledge of this area and would be confident to teach at the appropriate level (KS3 or GCSE). You will be able to identify a reasonable range of key episodes, people and dates relevant to the area in question. You will have done some wider research and understand key debates in the period. You may have taught several units relating to the time period with some sense of their interconnections.
	Solid – you have a good knowledge of this area and could explain it confidently at the appropriate level (KS3 or GCSE). You have a grasp of key and periphery events, people and ideas. You have an awareness of key debates around the time period and understand the period in context. You may have taught several units relating to the time period and be aware of connections between these units.

Key Stage 3

	Pre-Course	End Stg 1	End Stg 2	End Stg 3
Development of the Church in medieval England, 1066-1509				
Development of the state in medieval England, 1066-1509				
Development of society in medieval England, 1066-1509				
Development of the Church in early-modern England, 1509-1745				
Development of the state in early-modern England, 1509-1745				
Development of society in early-modern England, 1509-1745				
The development of ideas in Britain, 1745-1901				
The development of political power in Britain, 1745-1901				
The development of industry in Britain, 1745-1901				
The development of the British empire, 1745-1901				
Developments & challenges for Britain 1901 to the present				
Developments & challenges for Europe 1901 to the present				
Developments & challenges for the wider world 1901 to the present				
A local history depth study linked to any of the periods above				

Key Stage 4

	Pre-Course	End Stg 1	End Stg 2	End Stg 3
Period Studies				
Viking Expansion, 750-1050 (OCR B)				
Spain and the New World, 1490-1555 (Edexcel)				
British America, 1713-83 (Edexcel)				
The Making of America & American West, 1789-1900 (AQA; Edexcel; OCR B)				
Russian Revolution, 1894-1945 (AQA)				
The Cold War, 1941-91 (Edexcel)				
Germany from the unification to the Nazis, 1890-1945 (AQA)				
The USA boom, bust and new opportunities, 1920-1973 (AQA)				
Conflict in the Middle East, 1945-95 (Edexcel)				
Thematic Studies				
Medicine Through Time, 1200-2000 (AQA; Edexcel; OCR B)				
Migration Through Time, 1200-2000 (AQA; OCR B)				
Crime & Punishment Through Time, 1200-2000 (Edexcel; OCR B)				
Warfare Through Time, 1200-2000 (Edexcel)				
Power and the people Through Time, 1200-2000 (AQA)				
British Depth Studies				
Anglo Saxon & Norman England, 1060-1100 (AQA; Edexcel; OCR B)				
The reigns of Richard I and John, 1189-1216 (Edexcel)				
The reign of Edward I, 1272-1307 (AQA)				
Henry VIII and the Tudor court, 1509-1540 (Edexcel)				
Elizabethan England, 1558-1603 (AQA; Edexcel; OCR B)				
Restoration England, 1660-1685 (AQA)				
World Depth Studies				
International Relations, 1894-1918 (AQA)				
International Relations, 1918-1939 (AQA)				
International Relations, 1945-1972 (AQA)				
International Relations, 1950-1975 (AQA)				
International Relations, 1990-2009 (AQA)				
The First Crusade, 1070-1100 (OCR B)				
Aztecs and the Spanish, 1519-35 (OCR B)				
Russia and the USSR, 1917-41 (Edexcel)				
Weimar and Nazi Germany, 1918-55 (Edexcel; OCR B)				
Mao's China, 1945-76 (Edexcel)				
The USA war and civil rights, 1954-75 (Edexcel)				

2b) Key Takeaways: Substantive Knowledge

EXAMPLE	The English Reformation (Year 8)
Link to KS3 NC / GCSE	Development of the Church in early-modern England, 1509-1745
<i>Key Takeaways for Students (ideas/concepts/developments)</i>	
<ul style="list-style-type: none"> • The Reformation was part of a wider European church reform movement which began as early as the 14th century. • Early English critics of reforming the church had been persecuted. Many of these critics focused on the importance of vernacular texts and congregations understanding church services • Henry VIII's pursuit of reforming the church in England was largely dominated by his political goals – raising funds for wars and cementing his own power • Henry's initial reforms were generally seen as a power struggle between the king and the Pope. It was not until Henry began shutting down monasteries in the 1530s that the scale of change became apparent. • The closing on monasteries transferred vast amounts of land and power to the crown and enabled the Tudor monarchs to expand their influence beyond the limits of pre-reformation power-structures. • The dissolution of the monasteries led to large scale discontent in England, especially in the North. • The impact of the reformation took many generations to work out. Most of the changes to the physical appearance of churches occurred under Edward VI, whilst it was Elizabeth I who set the foundations of the modern Church of England. • The Reformation had a huge impact on.....etc. 	
<i>Key dates, events, people etc.</i>	
<p>1517 – Luther's theses 1527-33 – Henry petitions for divorce and marries Anne Boelyn. 1534 – Act of Supremacy 1536 – Dissolution begins -> Pilgrimage of Grace 1539 – Dissolution of the Greater Monasteries and introduction of Great Bible 1547 – Edwardian Chanties Act 1549 – Edward VI and Cranmer introduces Book of Common Prayer etc.</p>	

Stage 1: Topic 3	
Link to KS3 NC / GCSE	
<i>Key Takeaways for Students (ideas/concepts/developments)</i>	
<i>Key dates, events, people etc.</i>	

Stage 1: Topic 4	
Link to KS3 NC / GCSE	
<i>Key Takeaways for Students (ideas/concepts/developments)</i>	
<i>Key dates, events, people etc.</i>	

Stage 2/3: Topic 1	
Link to KS3 NC / GCSE	
<i>Key Takeaways for Students (ideas/concepts/developments)</i>	
<i>Key dates, events, people etc.</i>	

Stage 2/3: Topic 1	
Link to KS3 NC / GCSE	
<i>Key Takeaways for Students (ideas/concepts/developments)</i>	
<i>Key dates, events, people etc.</i>	

