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**Interview for the PGCE in History**

Congratulations on having been offered an interview for a place on the PCGE programme for September 2024. We very much hope that our selection process is fair and rigorous, but also gives you a taste of how the programme will operate. This document gives you an overview of the subject element of the interview and should be read in conjunction with the main webpage. As you will have read from the pre-interview information on line, the interview will comprise of a number of activities that will give you the chance to demonstrate a variety of attributes and skills that successful teachers draw upon to enable learning to happen in the classroom.

There are two main elements that make up the subject dimension of the selection process. Both of these are listed below:

**THE SUBJECT INTERVIEW**

In the specialist subject interview, you will explore with me a range of topics;

* A discussion about your creative lesson planning task from the morning’s Group interview – remember this should not be based on your specialist subject. See notes about the Group interview
* your previous experience of working with young people in learning settings
* your view of history as a discipline
* your practical and theoretical understanding of how history could/should be taught in the classroom

**THE INITIAL SUBJECT KNOWLEDGE AUDIT IN HISTORY**

Below you will find a copy of the Initial Subject Knowledge Audit in History which will help you and I to assess your current level of readiness for the programme. I would be grateful if you would return your completed version of this document (KS3 section only) to me via email at least two days prior to the interview day at Canterbury. Should this not be possible, I would ask you to contact me in advance. My email address is mary.woolley@canterbury.ac.uk

I wish you luck with your preparations for the interview and look forward to meeting you on the day.

Best wishes,

Dr Mary Woolley

Secondary subject lead for History in Initial Teacher Education

Canterbury Christ Church University



**Secondary Initial Subject Knowledge and Pedagogical Content Development Audit in History**

**Name:**

**Date:**

**You should use this documentation before you begin your course, and bring this with you when you start in September**

**LEARNING TO TEACH HISTORY**

**How it works**

**KEY STAGE 3: NATIONAL CURRICULUM**

New National Curriculum documents were published by the Department of Education on 11 September 2013. The detailed content of the new curriculum, beyond the overview headlines, is generally non-statutory and Academies and free schools are not required to teach the National Curriculum (although most stick to the history one in reality). We have therefore included here National Curriculum detail alongside topics traditionally taught in history classrooms to act as a guide to recommended subject knowledge.

Use the table below to help you assess your level of subject knowledge ability at interview:

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| Number Score Rating: |  Subject Knowledge Stage |
| 1 = Some/None | No idea, insecure knowledge, need to refresh. |
| 2 = I know and can do | Recall key information. Have a grasp of overarching narratives of the period. |
| 3 = I understand and can explain | Good understanding of substantive terms related to the period. Able to use detailed knowledge of the period to select appropriate stories, anecdotes and historical sources. Some awareness of recent historical scholarship on this period and how it might affect planning and teaching. Understand how to teach for progression in the particular second-order concept. |
| 4 = I can help others to learn | Focus on individual student learning and understanding, able to interconnect and link topics, can make topics relevant to motivate others, anticipate problems and open out common misconceptions, understand conceptual structures, de-construct learning into manageable chunks and enable meta-cognition. Show how historiography has changed over time on this period and know how to incorporate this into schemes of work and teaching, suitable to the level of pupil attainment. |

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| Whilst teaching at GCSE and A Level is very specific to the examination unit choices a school has made for their pupils, as such you will not be asked to review GCSE and A level units in this subject knowledge audit. However, teaching History at KS3 is fast-paced and has many general topics which you will be expected to teach at some point across the teaching year. As a result, student teachers are actively encouraged to have a broad depth of knowledge of the mainstream suggested topics of the current Key Stage Three History Curriculum. To rate your overall knowledge of typical KS3 topics, please give each individual topic within each KS3 area (in bold text) a number score of 1-4 (see above for a scale on which to grade your current level of understanding). This will be a good starting point for you to see areas you may need to potentially develop through your training year. |

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| Review of current level of understanding (*Eg:- Very little knowledge of this period so number score 1. Enjoy visiting Castles (Leeds, Bodium, Hever).* **The development of Church, state and society in Medieval Britain, 1066-1509** | Number Score: |
| 1. Norman Conquest (including the Battle of Hastings, Feudal System and Domesday Book)
2. Castles
3. Christendom, the importance of religion and Crusades
4. Medieval Monarchy, the struggle between Church and Crown e.g. murder of Becket
5. Magna Carta and the emergence of Parliament
6. The English campaigns to conquer Wales and Scotland up to 1314
7. Society, economy and culture: feudalism, religion in daily life (parishes, monasteries, abbeys)
8. Farming, trade and towns (especially the wool trade)
9. Art, architecture and literature
10. The Black Death and its social and economic impact
11. The Peasants’ Revolt
12. The Hundred Years War
13. The War of the Roses; Henry VII and attempts to restore stability
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| Action taken to address any gaps – please comment on any strategies/materials that you have found especially useful: |

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| Review of current level of understanding (*Eg:- Good knowledge of this period. Studied during Yr2/3 of Degree Number score 2.)*Date**The development of Church, state and society in Britain 1509-1745**  | Number Score: |
| 1. Renaissance and Reformation in Europe
2. The English Reformation and Counter-Reformation

(including Henry VIII’s divorce, changes in religion, dissolution of the monasteries and changes throughout the 1500s under different monarchs)1. Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland)
2. The first colony in America and first contact with India
3. The causes and events of the civil wars throughout Britain
4. The Interregnum (including Cromwell in Ireland)
5. The Restoration, ‘Glorious Revolution’ and power of Parliament
6. The Act of Union of 1707, the Hanoverian succession and the Jacobite rebellions of 1715 and 1745
7. Society , economy and culture across the period
8. Tudor Society (including treatment of the poor, pastimes, life of the rich) e.g. work and leisure in

town and country, religion and superstition in daily life, theatre, art, music and literature1. Gunpowder Plot
2. Plague
3. The Great Fire of London
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| Action taken to address any gaps – please comment on any strategies/materials that you have found especially useful: |

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| Review of current level of understanding (*Eg:- Mostly sound knowledge of this period, some gaps,* *especially on British Empire and War with France. Studied Nineteenth Century British Social and* *Economic for A Level)***Ideas, political power, industry and empire: Britain, 1745-1901** | Number Score: |
| 1. Overview of how Britain changed 1750-1900 (including population growth and move to towns)
2. The Enlightenment in Europe and Britain, with links back to 17th century thinkers and scientists and

the founding of the Royal Society1. Britain’s transatlantic slave trade: its effect and its eventual abolition
2. The Seven Years War and The American War of Independence
3. The French Revolutionary wars
4. Britain as the first industrial nation – the impact on society (e.g. public health and conditions in

factories)1. Party politics, extension of the franchise and social reform
2. The development of the British Empire with a depth study (for example, of India)
3. Ireland and Home Rule
4. Protests (including Luddites, Peterloo)
5. Political reform (including Chartists, Tolpuddle Martyrs, reform acts)
6. Darwin’s ‘On the Origin of Species’
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| Action taken to address any gaps – please comment on any strategies/materials that you have found especially useful: |

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| Review of current level of understanding **A European study before 1914 – a significant period or event in pre-history or** **history of Europe** [Nb/ this does not exist as a separate unit of study in the recent NC documentation, but it may still exist on your school schemes of work. There are possibilities for teaching both the options below through the local study set out below]Popular options include1. The Roman Empire
2. The French Revolution
 | Number Score:  |
| Action taken to address any gaps – please comment on any strategies/materials that you have found especially useful: |  |

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| **Local history study**This is a more challenging area to prepare for before you know your placement schools, but you may wish to detail any knowledge you have of local historical sites in Kent. Becoming familiar with history local to your placement school will help you make other historical topics you teach more relevant to your pupils. **A local history study**The 2014 National Curriculum documents suggest this could include: | Number Score: |
| * A depth study linked to one of the British areas of study listed above
* A study over time, testing how far sites in their locality reflect aspects of national history (some sites may predate 1066)
* A study of an aspect or site in local history dating from a period before 1066
* The study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066
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| Action taken to address any gaps – please comment on any strategies/materials that you have found especially useful: |

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| Review of current level of understanding Date**At least one study of a significant society or issue in world history** | Number Score: |
| Past popular options include:1. Islamic Civilisations (seventh to seventeenth century)
2. The indigenous people of North America
3. Black people of the Americas including transatlantic slave trade
4. The British Empire

The new curriculum programme of study suggests:* Mughal India 1526-1857
* China’s Qing dynasty 1644-1911
* Changing Russian empires c. 1800-1989
* USA in the 20th century
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| Action taken to address any gaps – please comment on any strategies/materials that you have found especially useful: |

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| Review of current level of understanding Date**Challenges for Britain, Europe and the wider world 1901 to the present day** | Number Score: |
| 1. Women’s suffrage
2. The First World War and the Peace Settlement
3. The inter-war years: the Great Depression and the rise of dictators
4. The Second World War and the wartime leadership of Winston Churchill
5. The creation of the welfare state
6. Indian independence and the end of Empire
7. Social, cultural and technological change in post-war British society
8. Britain’s place in the world since 1945 (including the cold war)
9. The Holocaust (statutory)
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| Action taken to address any gaps – please comment on any strategies/materials that you have found especially useful: |

**Please comment here on any other historical subject knowledge that you might have gained from A-level, degree level or beyond that you would really like to include in your future teaching. You may wish to explain what scholarship your approach would be based on and why you think this topic particularly deserves a place on the school curriculum.**