

History PGCE

**Knowledge Audit in History at Key Stages 3**

# Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**First degree details** (type and title of degree [e.g. History, BA], class [e.g. IIii], university [e.g. Leeds] and year)**:** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

For each of the areas of subject knowledge and/or skills and concepts identified on the Subject Knowledge Audit, **give yourself a grade from 1-4** where:

1= poor or non-existent

2= satisfactory

3=good with no significant weaknesses

4= very strong

Don’t be alarmed if there are significant gaps in your subject knowledge! This is completely normal at this stage in your career. It is also worth mentioning that schools only cover a small part of the National Curriculum for History; therefore serious attempts to address your gaps in knowledge will really start when you have been assigned a school and are aware of the curriculum the History department follows.

**Key Stage 3**

**Topic: The development of Church, state and society in Medieval Britain 1066-1509**

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| Examples (non-statutory) | 1 | 2 | 3 | 4 |
| * The Norman Conquest |  |  |  |  |
| * Christendom, the importance of religion and the Crusades |  |  |  |  |
| * The struggle between Church and crown |  |  |  |  |
| * Magna Carta and the emergence of Parliament |  |  |  |  |
| * The English campaigns to conquer Wales and Scotland to 1314 |  |  |  |  |
| * 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 |  |  |  |  |

**Topic: the development of Church, state and society in Britain 1509-1745**

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| Examples (non-statutory) | 1 | 2 | 3 | 4 |
| * 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 first contact with India |  |  |  |  |
| * The causes and events of the civil wars throughout Britain |  |  |  |  |
| * The Interregnum (including Cromwell in Ireland) |  |  |  |  |
| * The Restoration, ‘Glorious Revolution’ and power in 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 |  |  |  |  |

**Topic: Ideas, political power, industry and empire: Britain, 1745-1901**

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| Examples (non-statutory) | 1 | 2 | 3 | 4 |
| * 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 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 with a depth study (for example of India) |  |  |  |  |
| * Ireland and Home Rule |  |  |  |  |
| * Darwin’s ‘On The Origin of Species’ |  |  |  |  |

**Topic: challenges for Britain, Europe and the wider world 1901 to the present day**

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| The Holocaust (statutory) |  |  |  |  |
| Examples (non-statutory) | 1 | 2 | 3 | 4 |
| * Women’s suffrage |  |  |  |  |
| * The First World War and the Peace Settlement |  |  |  |  |
| * 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 the end of Empire |  |  |  |  |
| * Social, cultural and technological change in post-war British society |  |  |  |  |
| * Britain’s place in the world since 1945 |  |  |  |  |

**Topic: a local history study**

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| Examples (non-statutory) | 1 | 2 | 3 | 4 |
| * 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 may predate 1066) |  |  |  |  |
| * A study of an aspect or site in local history dating from a period before 1066 |  |  |  |  |

**Topic: the study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066**

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| Examples (non-statutory) | 1 | 2 | 3 | 4 |
| * The changing nature of political power in Britain, traced through selective case studies from the Iron Age to the present |  |  |  |  |
| * Britain’s changing landscape from the Iron Age to the present |  |  |  |  |
| * A study of an aspect of social history, such as the impact through tie of the migration of people to, from and within the British Isles |  |  |  |  |
| * A study in depth into a significant turning point: for example, the Neolithic Revolution |  |  |  |  |

**Topic: at least one study of a significant society or issue in world history and its interconnections with other world developments**

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| Examples (non-statutory) | 1 | 2 | 3 | 4 |
| * Mughal India 1526-1857 |  |  |  |  |
| * China’s Qing dynasty 1644-1911 |  |  |  |  |
| * Changing Russian empires c1800-1989 |  |  |  |  |
| * USA in the 20th century |  |  |  |  |