**Audit of history teaching knowledge document**

**What is this?**

The audit identifies key areas of knowledge about history teaching needed by a beginning teacher. It enables beginning teachers to RAG rate their knowledge (red = gap, amber = weak, green = sound beginning teacher knowledge). It then directs the beginning teacher to places where they can find resources to support work on areas identified as being red or amber.

**Who is it for?**

Some teacher training years equip beginning teachers for their first post with over 30 days of history specific sessions led by specialists. This history specific session time is part of a whole course where a team of history school-based mentors are led by course history teacher educators to support the beginning history teacher to develop their knowledge and practice of history teaching across the whole training year.

However, some history teachers arrive in their first history teaching post having had less history specific support in their training year, or having had a disrupted training year. This audit is principally designed for them.

It can also be used part way through the year. During the first year in post the day-to-day pressures of the job can be utterly all-consuming. All beginning teachers may benefit from the chance to take stock part way through the year. That is, to review the headings on the audit and to remind themselves of prior learning that may have been partially forgotten. They can revisit areas of history teaching knowledge, reflect on them in the light of their recent practice and make plans for their continuing development.

**How to use this audit**

At the start of the year to identify gaps/weaknesses in knowledge of history teaching:

1. Beginning teacher does the RAG audit and shares the outcomes with their mentor.
2. Beginning teacher and mentor make a realistic plan for working on areas identified as red and amber that ensures history teaching knowledge can be developed while also making sure the beginning teacher’s well-being is considered. The first history teaching post can be overwhelmingly busy and plans need to be realistic.
3. The beginning teacher begins work on the red/amber areas using the resources recommended on the audit and any others provided by the mentor.
4. The beginning teacher and mentor have regular meetings to discuss progress and adjust plans.

Part way through the training year to revisit learning that may have been forgotten:

1. Beginning teacher reads the audit headings and (in conversation with their mentor) identifies an area(s) to revisit.
2. Beginning teacher revisit(s) and reflect(s) on the area(s) of knowledge in the light of their recent teaching experience.
3. The beginning teacher (in conversation with their mentor) makes plans to incorporate their new knowledge (gathered from this reflection and discussion) into their practice.

**Where can I find resources to gain knowledge about history teaching?**

A good place to start is the ‘Beginning teacher’ section of the Historical Association (HA) website ([www.history.org.uk](http://www.history.org.uk)). In addition to all the resources on the audit, the HA’s journal for secondary history teachers, Teaching History, has a regular feature called ‘Move Me On’. This is the ‘problem page for history mentors’, offering practical help to all those involved in working with beginning history teachers. The [archive of ‘Move Me On’](https://www.history.org.uk/publications/categories/903/module/8697/teaching-history-regular-features/9170/move-me-on) is available to HA members.

**The Early Career Framework**

The final column of the audit connects the area of history teaching knowledge to the 8 Standards of the [Early Career Framework](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf).

**The audit of history teaching knowledge**

| **Area of knowledge about history teaching** | **RAG rating of knowledge** | **Source of support if rated red (gap) or amber (weak)** | **Key ECF link** |
| --- | --- | --- | --- |
| *Areas of knowledge concerning what history teaching ‘is’ in schools* | | | |
| The purpose of history teaching in schools – what it is for, why we do it, and debates about it. |  | [Teaching for beginners: purposes of history teaching](https://www.history.org.uk/secondary/module/8763/teaching-for-beginners/10172/211-purposes-of-history-teaching) | S3  S8 |
| The thinking about what history is in schools |  | Chapter 9 by Christine Counsell in ‘[What Should Schools Teach? (UCL Press: 2021)](https://www.uclpress.co.uk/products/165025) | S3  S8 |
| Understanding what is meant by ‘historical knowledge’, how historians create knowledge and why pupils might find this difficult. |  | [Teaching for beginners: school history and ‘knowledge’](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10174/212-school-history-and-knowledge) | S3  S4 |
| How the work of historians shapes and can be used in school history. |  | [Teaching history for beginners: the relationship between school and academic history](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10175/213-the-relationship-between-school-and-academic) | S3 |
| How to identify pupils’ preconceptions about history |  | [Teaching history for beginners: pupils’ views about school history](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10176/214-pupils-views-about-school-history) | S1 |
| Identifying and teaching history that is emotional, sensitive and controversial |  | [Teaching history for beginners: teaching history that is emotional, sensitive and controversial](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10178/216-teaching-history-that-is-emotional-sensitiv) | S1  S4  S8 |
| *Areas of knowledge concerning teaching substantive and disciplinary knowledge in the history classroom* | | | |
| What is meant by a ‘substantive concept’ and how pupils’ knowledge of these is developed over time. |  | [Teaching history for beginners: substantive knowledge](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10248/221-substantive-knowledge) | S3 |
| What is meant by chronological understanding. |  | [Teaching history for beginners: substantive knowledge](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10248/221-substantive-knowledge) | S3 |
| What it means to have a sense of period and a sense of place. What is meant by ‘world-building’. |  | [Teaching history for beginners: substantive knowledge](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10248/221-substantive-knowledge) | S3 |
| What it means to teach different layers, or scales, of substantive knowledge, and how pupils need these in order to be secure in their learning and perform well in exams. |  | [Teaching history for beginners: substantive knowledge](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10248/221-substantive-knowledge) | S1  S3 |
| How diversity of substantive content is important in order to do justice to people in the past and also to engage pupils. |  | [Teaching history for beginners: substantive knowledge](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10248/221-substantive-knowledge) | S1  S3  S7 |
| The importance of history around us and how to successfully bring local and community history into the classroom. |  | [Teaching history for beginners: substantive knowledge](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10248/221-substantive-knowledge) | S1  S3 |
| What is meant by ‘disciplinary’ knowledge the history classroom, different models that exist and the model used in the English education system. |  | [Teaching history for beginners: disciplinary knowledge](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10249/222-disciplinary-knowledge) | S3 |
| That sources are fragments of the past and are not the same as evidence. That historians ask questions of the past and construct interpretations using evidence. |  | [Teaching history for beginners: disciplinary knowledge](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10249/222-disciplinary-knowledge) - evidence | S3 |
| How to plan and teach pupils to use sources as evidence. |  | [Teaching history for beginners: disciplinary knowledge](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10249/222-disciplinary-knowledge) - evidence | S3 |
| That historical interpretations come in many forms and are created *subsequent* to an event. The curricular definition of ‘historical interpretations’ is NOT about opinions produced by pupils themselves. |  | [Teaching history for beginners: disciplinary knowledge](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10249/222-disciplinary-knowledge) – historical interpretations | S3 |
| That historical significance is not the same as importance, it is about the meaning attributed to past events and people because they signify something. |  | [Teaching history for beginners: disciplinary knowledge](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10249/222-disciplinary-knowledge) – historical significance | S3 |
| That cause and consequence are not the same thing and history teachers have developed many strategies for teaching these disciplinary concepts well. |  | [Teaching history for beginners: disciplinary knowledge](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10249/222-disciplinary-knowledge) – cause and consequence | S3 |
| That change and continuity is a concept that needs careful unpacking as pupils need to learn about pace, nature, extent, experience etc. |  | [Teaching history for beginners: disciplinary knowledge](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10249/222-disciplinary-knowledge) – change and continuity | S3 |
| That similarity and different is a disciplinary concept that historians use *within* time periods (as opposed to across time – change) and is very important to avoid oversimplification of the past. |  | [Teaching history for beginners: disciplinary knowledge](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10249/222-disciplinary-knowledge) – similarity and difference | S3 |
| How to plan a history lesson that is part of a coherent sequence of learning. |  | [Teaching history for beginners: framing and organising historical knowledge in the classroom](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10250/223-framing-and-organising-historical-knowledge) – planning a history lesson | S4  S7 |
| How to identify misconceptions and blocks to pupils’ learning in history. |  | [Teaching history for beginners: framing and organising historical knowledge in the classroom](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10250/223-framing-and-organising-historical-knowledge) – pre/misconceptions and blocks to learning | S2  S4  S5 |
| Know the purpose of the historical enquiry question in framing sequences of learning in the history classroom. |  | [Teaching history for beginners: framing and organising historical knowledge in the classroom](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10250/223-framing-and-organising-historical-knowledge) – sequencing learning with historical enquiry questions | S2  S4 |
| Know how to plan and refine historical enquiry questions to create coherent sequences of learning in history. |  | [Teaching history for beginners: framing and organising historical knowledge in the classroom](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10250/223-framing-and-organising-historical-knowledge) – sequencing learning with historical enquiry questions | S4 |
| Know how a history curriculum is planned structured, so that they can understand what they are trying to achieve in each lesson to ensure pupils learn a coherent curriculum. |  | [Teaching history for beginners: framing and organising historical knowledge in the classroom](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10250/223-framing-and-organising-historical-knowledge) – curriculum planning in history | S1  S4  S8 |
| *Areas of knowledge concerning history classroom practice* | | | |
| Can ask questions that enable all pupils to make progress in history |  | [Teaching history for beginners: history classroom practice – history classroom talk](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10252/231-teacher-history-classroom-talk) | S4 |
| Can clearly explain substantive concepts to pupils |  | [Teaching history for beginners: history classroom practice – history classroom talk](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10252/231-teacher-history-classroom-talk) | S4 |
| Know how to use language to ensure all pupils feel included in the history classroom |  | [Teaching history for beginners: history classroom practice – history classroom talk](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10252/231-teacher-history-classroom-talk) | S1 |
| Know how to choose engaging activities that effectively achieve the purpose of history learning |  | [Teaching history for beginners: history classroom practice – effective active learning](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10253/232-effective-active-learning-strategies) | S4 |
| Know what is meant by literacy in the history classroom and how history teachers do not just adopt generic literacy strategies. |  | [Teaching history for beginners: history classroom practice – literacy in the history classroom](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10254/233-literacy-in-the-history-classroom) | S3  S4 |
| Know a range of effective strategies for promoting debate and discussion in the history classroom. |  | [Teaching history for beginners: history classroom practice – dialogue and discussion in the history classroom](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10255/234-dialogue-and-discussion-in-the-history-class) | S4 |
| Can use group work effectively to support pupils learning in history. |  | [Teaching history for beginners: history classroom practice – group work in the history classroom](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10256/235-group-work-in-the-history-classroom) | S4 |
| Know how to teach pupils to write both historical narratives and analytical ‘essays’ |  | [Teaching history for beginners: history classroom practice – supporting pupils to write in the manner of historians](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10257/236-supporting-pupils-to-write-in-the-manner-of) | S2  S4 |
| Know how to build pupils’ coherent substantive knowledge over time. |  | [Teaching history for beginners: history classroom practice – building coherent substantive knowledge](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10258/237-building-coherent-substantive-knowledge) | S2  S4 |
| Know how to use historical scholarship in the classroom. |  | [Teaching history for beginners: history classroom practice – using historical scholarship in the classroom](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10259/238-using-historical-scholarship-in-the-classroo) | S4 |
| Know how the theories of cognitive psychology apply to historical learning in schools. |  | [Teaching history for beginners: history classroom practice – cognitive psychology theories in the history classroom](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10260/239-cognitive-psychology-theories-in-the-history) | S2  S4 |
| Know how to adapt learning so that lower attaining pupils can succeed in history. |  | [Teaching history for beginners: history classroom practice – adapting learning to meet the needs of all learners](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10261/2310-adapting-learning-to-meet-the-needs-of-all) | S5 |
| Know how to adapt learning so that higher attaining pupils are stretched and challenged too. |  | [Teaching history for beginners: history classroom practice – adapting learning to meet the needs of all learners](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10261/2310-adapting-learning-to-meet-the-needs-of-all) | S1  S5 |
| Know that a total focus on exams does not equal a good history education and that only practising exam questions is not the best way to get results. |  | [Teaching history for beginners: history classroom practice – teaching exam classes](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10262/2311-teaching-exam-classes) | S2 |
| Know what is meant by ‘progression’ in the history classroom and what different research models exist that teachers can draw upon. |  | [Teaching history for beginners: history classroom practice – progression](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10263/2312-progression) | S2 |
| Know how to support transitions across key stages (Y6 to Y7, KS3 to GCE, GCSE to A Level, A Level to degree level). |  | [Teaching history for beginners: history classroom practice – supporting transition across key stages](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10264/2313-supporting-transitions-across-key-stages) | S1 |
| Know the different ways that teachers assess pupils learning in the history classroom. |  | [Teaching history for beginners: history classroom practice – assessment](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10272/2314-assessment) | S6 |
| Can deploy a range of formative assessment strategies to inform future planning and teaching. |  | [Teaching history for beginners: history classroom practice – assessment](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10272/2314-assessment) | S6 |
| Know how historical enquiry questions support effective assessment of historical learning. |  | [Teaching history for beginners: history classroom practice – assessment](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10272/2314-assessment) | S6 |
| Know why generic and ‘whole school’ approaches to assessment are often problematic for history teaching and learning. |  | [Teaching history for beginners: history classroom practice – assessment](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10272/2314-assessment) | S6 |
| Know how to give effective feedback on progress to pupils and parents. |  | [Teaching history for beginners: history classroom practice – feedback](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10273/2315-feedback) | S1  S6  S8 |
| Can effectively use a range of IT to support historical learning. |  | [Teaching history for beginners: history classroom practice – history and IT](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10274/2316-history-and-it) | S2  S8 |
| Know the benefits of LOTC and can take part as a supporting colleague in school history trips. |  | [Teaching history for beginners: history classroom practice – learning outside the classroom](https://www.history.org.uk/secondary/categories/381/module/8763/teaching-for-beginners/10275/2317-learning-outside-the-classroom) | S7  S8 |