

History Subject Specific Target exemplars:

This is a working document, intended to support the setting of subject specific targets on lesson observation forms and at weekly mentor meetings. Ideas for history specific targets are here and can be adapted. Targets can require wider thinking and revisiting of prior learning at any stage in the course where it would be helpful to a trainee.

Target area:	Actions:	
Curriculum	Become familiar with exam board specifications for new GCSE History courses	Consult exam board websites to compare and contrast the four exam specifications for GCSE History.
	Develop the ability to plan schemes of work	Work with X on the development of part of the scheme of work for KS3 (or KS4).
		Take the KS3 SoW and track the progression of historical thinking in relation to substantive concepts (empire, parliament etc) and second order concepts (historical significance and interpretations etc.) across the Key Stage.
		Take the KS3 SoW and track the diversity of assessment methods being used, then reflect on how this supports individual students to make progress, to discuss at the next meeting.
	Become familiar with GCSE question types	Read examiner reports from previous years trying to spot/ identify patterns/themes to get insight into what is required.
	Research local history links for your lesson	Identify how you can link stories of local people and places, or local source material to the bigger scale stories and events in your lesson.
	Shadow marking of mocks	Pencil mark mock papers using the markscheme, review with mentors/observe mentor marking
	Revisit prior learning on... to think about it again now you are more experienced.	Return to the University VLE to review the CA session on... (diversity, sequences, planning...)
	Plan to engage students and enable them to gain a love of the past	Observe an experienced colleague to identify how they 'hook in' learners, how they use their own subject passion to engage and enthuse their pupils.
	Plan for breadth AND depth	Review a departmental sequence to identify depth and breadth within it
Integrate 'meanwhile, elsewhere' into your lessons.		
Plan for progress of all learners in your history classroom	Talk to the TA team about the best way to present material for X student.	

		Think about a specific learner and ‘walk through’ the lesson in their shoes thinking about the learning blocks they will encounter and how to remove them.
Subject knowledge	Develop historical knowledge for the required KS3 and KS4 courses	Update your subject-knowledge audit, to address any gaps in your current knowledge, with evidence of how you have moved your subject knowledge on.
		Attend public lectures at the University/ BBC History weekend (or the like) on the topic of....
		Read/watch/listen to Y to develop knowledge of Z topic. (Box of Broadcasts/Royal Holloway University videos/ History in an Hour/History podcasts on BBC Sounds etc)
	Understand the level of knowledge required by pupils	Observe a series of lessons across key stages and reflect upon the depth and breadth of knowledge required by students at each level, for discussion at a mentor meeting.
	Observe a lesson	First watch/listen to X on the topic and then observe to see how an experienced teacher deploys the knowledge.
	Develop strategies to develop connective thinking in the pupils	Observe how an experienced teacher does this
		Model how to select the best knowledge to support answers.
	Develop knowledge of how concepts change over time	Study the scheme of work to identify the key concepts (Parliament, monarchy etc) and discuss with mentor how they change over time.
	Integrate knowledge of careers into the subject knowledge	Make an activity specific to a career
	Use one of the HA films on history and careers	
	Make explicit how being knowledgeable about the past and thinking as a historian contributes directly to useful knowledge for careers.	
Teaching & Learning / Pedagogy	Ensure pupil progress in their ability to analyse sources as evidence	Learn how to use inference diagrams as an activity with students.
		Read the Teaching History: New, Novice or Nervous? Progression in Evidential Understanding article.
		Read the Twitter archive at #historychat on “Source Analysis Skills in History”.
	Learn how to progress students’ understanding of historical interpretations.	Work through the Historical Association website’s ‘Interpretations: Section Guide’ and/or do the eCPD unit ‘Historical Interpretation: Why is it still such a major issue?’
	Develop teaching strategies for enabling students to grasp the breadth and depth of the concept of change and continuity	Read Chapter 9 of ‘Debates in History Teaching’ ed. I Davies
Read the work of Rachel Foster on enabling students to make progress with the depth and breadth of their thinking about change and continuity.		

Develop strategies for helping the 'chronologically lost'	Read and try out the strategy ideas at: http://www.thinkinghistory.co.uk/chronology/index.htm
Develop creative ways of engaging pupils with historical thinking at the start of lessons.	Develop use of images to set the context for the learning in the lesson
	Trial some of the strategies for developing sense of period at: http://radicalhistory.co.uk/sense-period/
Learn how historical significance is understood in relation to the National Curriculum.	Evaluate the learning resource on the British Library website about the legacy of Magna Carta and discuss at a mentor meeting. Read Chapter 12 (Significance) of Debates in History Teaching ed. I Davies
Increase the level of challenge for students capable of higher level historical thinking.	Put together a short reading and watching list for 'bright sparks'.
	Develop an essay writing task that encourages and enables more able students to do their own research and structure their essay with less scaffolding.
Devise more engaging historical enquiry questions for lesson sequences	Read Ian Dawson's thoughts on the importance of historical enquiry: http://www.thinkinghistory.co.uk/EnquirySkill/EnquiryImportance.html
	Devise 3 possible historical enquiries for a sequence and bring them for discussion and our next mentor meeting.
Develop strategies for introducing students to key substantive concepts	Identify the teaching strategies in operation in this example of a learning activity to introduce students to the concept of propaganda: http://la.historiana.eu/la/activity/how-does-propaganda-work/
	Use maps of a range of empires over time and devise an activity to help students to grasp the meaning of the concept of Empire.
Make more connections between history and contemporary events in order to enable students to see the relevance of history	Include links to recent history/ contemporary events in lesson plans, to make the topic more meaningful and emphasise why history is important in the modern world
	Start a 'history in the news' board in the classroom.
Use online learning to develop students' historical thinking	Follow this blog and try some of the ideas with your students: http://labs.historiana.eu/historiana-blog-1a-introduction/
Develop understanding of historical literacy and how to teach it	Try using the Frayer model to teach a new word/concept eg Empire
	Read the blog posts by Jim Carroll on concept specific phrases to support writing.
	Read the blogposts by Jim Carroll about the limitations of PEE for developing writing in history
Think how a historian uses numeracy skills / logic and build these into your lessons	Use a numerical data set / online database as a source in class.

Assessment	Develop the necessary skills for pupils to succeed in exams	Analyse sample exam questions and mark schemes to identify what the examiners are looking for and 'what a good answer's like'. Use this to support pupils in developing the necessary skills needed to succeed in history exams.
	Understand in detail what is required for students to succeed in the KS4/KS5 exams	Shadow mark GCSE/A Level History exam questions and bring them to a mentor meeting for moderation.
		Read the examiners' reports for previous years.
	Gain greater experience of KS5 personal study assessment	Read the exam spec requirements for the personal study and observe teaching of this part of A level.
Design as assessment to end a specific sequence	Return to work done already on assessment and think about what learning from the sequence is to be assessed and the best way to achieve this.	