

Teacher Standard 3

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject

This table provides an idea of the kind of activities you could do in school to provide evidence for this standard. These are only suggestions and it is not suggested that you do everything in the table, nor is it intended to be an exhaustive list.

What this might look like in the classroom	Example of evidence you might collect
Progression in subject content is made explicit in planning eg atomic structure is studied before bonding, if the different aspects are in different teaching units check with host teachers that prior learning has occurred.	Medium planning document in teaching and learning file.
Differentiated outcomes demonstrate you have an understanding of how a topic develops.	Lesson plan.
Liaise with host teachers to discuss science content or pedagogy before planning a lessons.	School placement reviews.
Marking feedback shows targets designed to either scaffold a child to the correct scientific understanding or to extend their understanding of a topic.	Samples of marked pupil work.
Engagement in assessing and updating subject knowledge across the three sciences eg	Keep a record of subject knowledge updates in a

completion of subject knowledge audit, attending peer teaching sessions, engaging with RSC subject knowledge quizzes, completing past exam papers and marking using the mark schemes.	subject knowledge file.
Running science club.	Evidence in school reviews and minutes of mentor meetings.
Take part in CPD relating to science curriculum developments eg assessment of key stage 5 practical work, changes to GCSE specifications.	Evidence in school reviews.
Engage in developing your own pedagogical subject knowledge (PSK) eg by reading journal articles, engaging with Getting Practical), reading about pupil misconceptions eg using RSC beyond chemical misconceptions.	Include pupil misconceptions in your lesson plans.
Use a range of literacy strategies to support pupil learning eg break down words such as photosynthesis to photo (light) and synthesis (to make), ensure clarity when using words in a scientific context that are used in 'everyday life' eg power, work, cells.	Highlight such strategies in your lesson plan.
Be aware of reading age data for your pupils and use this to target pupils with literacy support.	Data in teaching and learning file.
Direct any teaching assistants in your lesson with lesson specific tasks relating to scientific literacy.	Teaching assistant's instructions appended to lesson plans.
Use DART activities to promote literacy.	Lesson resources.
Liaise with the mathematics department to try to ensure consistency in teaching of basic mathematical concepts.	School reviews.