**History Overview 2023-24**

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| **Quality of Education**  **Leadership of Subjects** | **What are you doing in your subject to enable children to know more and remember more?**  **How can you prove it?** |
| **Outcomes (focus on SEND and Disadvantaged pupils)**  **Knowledge of IDSR**  **Under performing groups** | **Strengths**   * More PP Met than E across the school. * Some SEN exceeding. * Improvement of historical concepts and skills, including vocabulary is really improving – evident in books, pupil voice and teacher feedback. * We have great resources and do lots of trips which links with the SIP. * All year groups monitored and student feedback shows that children continue to be enthusiastic about History and staff are becoming more confident in teaching. * New planning has been successful and children are showing more evidence of historic skills. * History celebrated in other areas of the school year – Black History Month, Remembrance Day, Holocaust Memorial Day, Jubilee Celebration.   **Areas of Development**   * Continue to develop historical skills and make children more aware of them. They are doing them but don’t always know exactly what skill it is. * Improve local history lessons and ensure this is taught across the school with links to each topic. * Develop chronological understanding across all topics, not just within theirs. * See how the new assessments are working – are the children able to demonstrate their skills?   **How do you know this?**  This has been evidenced through book looks, lesson observations, pupil voice, data analysis and staff feedback. |
| **Priorities for Improvement** | * Continue to build on historical concepts. * Include more local history within each topic. * Continue to strengthen chronological understanding. |
| **Improvement since last inspection** | * All planning has been changed and improved. * Teachers more clear on what they are teaching and the aims of History. * Resources for teaching have been updated and improved. * Historical skills are now embedded in all planning and children are beginning to build on these. * New resources have been acquired to assist with teaching and learning. * Timeline for whole school and individual timelines have been created. |
| **What are yours aims for your subject?**  **What are your intentions for different groups of learners?** | The aim is for all pupils to develop a sense of curiosity and interest about people who lived in the past. How these events have influenced their own lives and to develop the skills of enquiry, analysis, interpretation and problem-solving.  All learners should develop a level of curiosity and be able to ask and answer questions about History. They should also be able to build on their historical vocabulary and start to use the historical concepts.  SEND children child be able to ask questions and start to use some simpler historical concepts such as identify similarities and differences. |
| **How do you know what is going on in your subject and how do you influence it?** | History monitoring is conducted each half term in the form of lesson observations, book looks and pupil voice. Feedback is then given to staff to help make improvements and any amendments are added to the subject action plan.  All planning has been completed by me and through monitoring, I check this is what is being taught and if anything needs to be changed.  Changes and improvements are encouraged through discussion with class teachers and will be added to the planning for next year based on what on what is working/not working in each year group.  In staff meetings and in planning I have emphasised the use of historical concepts. |
| **How strong is teachers’ subject knowledge and pedagogy for your subject across the school?** | Teachers subject knowledge is mostly very strong (evidenced in staff pupil voice last year). Chris in Year 6 are particularly knowledge about their WW2 topic and are able to add in some of their own facts and knowledge to support children.  Jane Ijima is also very knowledgeable about the Anglo-Saxons and Vikings.  Bob Breckwoldt is also extremely knowledge about ALL subjects.  Topic ‘Cheat sheets’ have been made available for all staff and they know I am able to find resources to support at any time. |
| **How do you ensure your curriculum coverage (knowledge and skills) is progressive throughout the school?** | History is taught chronologically throughout the school. Starting at the earliest points in Year 3 and going through time to show a linear narrative of history up to Year 6.  In the last few weeks I have redone and updated our school progression document that shows the historical skills across the school and how these develop.  There is also a progression of vocabulary for each year group which builds on the last.  This is ensured through planning and written outcomes by children. For example, in Year 5 children are expected to know what a primary and secondary source are and the effect on the reliability from this. Whereas year 3 they only look at what a source is.  I am waiting to meet with the infants to discuss their intensions for next year for EYFS and Year 1 and 2 as they have a new history lead. This will then merge with ours to create a full progression document. |
| **How do ensure coverage meets these expectations across all year groups?** | Through book checks it is clear that teachers are following the planning and resources I have created to be in line with the National Curriculum and therefore will be meeting the expected progression. It is also clear when speaking to children that UKS2 children have a wider historical vocabulary and have been developing skills that are not yet taught lower down in the school. |
| **How do you help learners to retain their knowledge base in your subject over time?** | All prior knowledge and vocabulary is now written on the top of all planning ready to start a new topic so teachers are aware of where children are coming from.  Vocabulary is clearly written in planning and is made clear on resources and should be reinforced by staff.  Knowledge organisers also support key learning and is encouraged to be used to check children’s knowledge retention and used to come back to, to ensure learning becomes embedded. KO are sometimes sent home as homework and quizzed on to also build on their knowledge.  Mini history tasks are being developed to help keep historical skills current and up to date even when their topic is not taught. The questions on these sometimes refer to previous learning or topics we do not cover to allow them to apply their skills to any topic of History. |
| **How do teachers challenge learners at different levels of attainment in the subject?** | HA children should be pushed through their use of correct vocabulary as well as extending their analysis and explanations. HA children should also be able to make more connections and explain the consequences of different events or actions. There are opportunities during class discussion and written work for these children to be able to show these higher level skills.  SEN pupils should be supported in their use of vocabulary and have these available for support. They should also be supported using visual prompts and other means needed to support the individual needs of the child. We have also looked at methods to close the gap of attainders in staff meetings including cognitive overload and working memory. |
| **What key resources do you use? How are these adapted to meet the needs of your learners?** | Knowledge organisers.  New physical resources and artefacts have been purchased for each year group to help engage children and make history more real for them.  Flipcharts have also been made with lots of visuals and pictures to support teaching and learning.  The use and interpretation of resources is adapted to suit each year group and the needs of specific learners by the class teacher.  We also go on lots of trips to help fully immerse the children in their learning and local area. |
| **What links are there between your subject and the rest of the curriculum?** | There are many writing links between History and English as children are often asks to look at both sides of an argument and write clear explanations for their answers.  There are also many links to Geography as much of the History curriculum takes place around the world and not just in the UK. They also need to understand how the land was used and reasons for making settlements in different areas. As well as knowing how and why people invaded other civilisations.  Through the use of timelines and dates for events an element and understanding of number lines is needed to be able to order key events and understand how long ago it was in relation to now.  We also look at many social and moral dilemmas and how things have changed over time e.g. the role of women which links in many of our PSHE topics. The study of religion and music in the past is also covered, giving a wider understanding of life in the past and its effect on today. |
| **How do you assess learners’ understanding and achievement in the subject?** | A final assessment piece has now been added in at the end of each topic which should be open ended to allow children to use many of their historical skills and not to recall facts about the topic.  Children’s learning is also assessed at the end of each lesson through their class discussion and written work. Their understanding will be evident through their vocabulary and explanations and use of historical skills.  A portfolio of Met and Exceeding work is slowly being built up. |
| **What happens if children do not reach the intended stage? How do you as a subject leader intervene?** | Provide CPD for teachers to support their teaching and trying to ensure children are meeting objectives.  Recap’s from each lesson to be used at the start of the next lesson to help reinforce learning.  MAD time used to pick up on children who have misconceptions.  Planning is updated and in line with new training and LA targets. It is also updated from teacher feedback on lessons that did and did not work.  EMX from previous year is now on planning for each topic. This allows teachers to target those children who are not meeting the objectives. |
| **What professional development have teachers had in the subject and what impact has this made?** | Teachers have had time in a staff meeting where I have spoken about the new focus for History and what we should be focusing on. I have also shared new resources with staff and spoken to them individually.  Teachers are all now focused on the historical concepts and skills rather than just subject knowledge. |
| **How do you use the community, trips and visitors in your subject?** | All year groups go on a Historical trip/ visit linked to their topic which really helps embed learning and bring the topic to life for the children.  We also recently have a Platinum Jubilee celebration where we join with the infant school for a street party and many parents came to watch and enjoy the celebrations. |
| **How do you support new staff to ensure they are confident in the subject and understand the school’s requirements?** | All planning and resources are provided for staff. I have also spoken to new members of staff about lessons to check they understand and can follow the planning accordingly. |
| **What do staff think of your subject?** | From a staff questionnaire last year, staff were happy with the new changes and were confident with their topic. Staff have been pleased with the new resources and special events that have been planned .e.g. Black History Month and Remembrance Sunday.  Staff also feedback in a staff meeting and were given time to edit and amend planning based on their experience. |
| **What do learners think of your subject?** | The majority of children enjoy History and love learning about the past. They enjoy the trips that we go on and find the practical resources useful.  Children are starting to gain a better understanding of what it means to be a historian and the skills required to do so. – This is a working target. |
| **Funding (Pupil Premium / SEND / Sports Premium) Impact?** | Money has been spent on resources, including books and artefacts as well as developing the teaching of history for all pupils including those PP and SEN children. |
| **Website Compliance** | All documentation is on the website.  <https://swinemoorprimary.org.uk/history-historical-enquiry/> Would love to build up and try to have examples of work like this school. |
| **The Equality Act (9 Protected Characteristics)**  **SMSC** | SMSC and the 9 characteristics are woven throughout history as we look at many changes in the lives of people from History. We look at the roles of women and how this as changed. As well as the role religion played in different civilisations. We discuss societal roles and who lead a civilisations. Some moral and ethical issues are also covered. e.g. Black History and propaganda. |

Extra Covid questions:

**What impact has Covid had on learning in your subject?** School closure meant that History had to be taught online for many year groups. This obviously meant that work could not be practical and children could not have access to some resources and were not able to access the activities in the same way. School trips were also cancelled. This has therefore meant that some of the knowledge and historical skills were not embedded as strongly as they have in previous years and more catch-up work is having to be done by the next year group teacher to ensure vocabulary and skills from the previous year and built up before moving on.

We have also seen that the Year 3 who came up this year struggled with some learning and behaviour in general since their last full year was reception. This then had an effect on their attainment during the Ancient Civilisation topic which was covered in Autumn 1.

**How have you assessed this?**

Through speaking to pupils this following year and speaking to teachers about what areas where not covered and what skills are missing in the current year group. Assessments made at the end of year on data and through book looks.

**What adjustments have you made because of Covid?**

Planning has been adjusted to incorporate more recaps and links to previous learning. Some of the learning tasks have been broken down to work on earlier skills first (that may have been missed). E.g. what does reliability mean before asking children to assess the reliability of a source.

Year 3 will now do Ancient Civilisations in Summer 1 when their learning and skills is more developed.

**How are you plugging gaps from what has been missed?**

Recaps from previous years learning at used at the start of each new topic. Links are also made between topics to help support previous knowledge. KO have been utilised to embed previous learning.