



Hurst Park Primary School Subject & Curriculum Leadership Report

SUBJECT / CURRICULUM		History	Date:
Leader (s)		T Styles	03.11.20
	SECTIONS	SUMMARY EVALUATION	
1	INTRODUCTION Why do we teach what we teach?	History is a subject that helps children gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire children's curiosity to know more about the past and how that has impacted on the present. There are many additional skills that children develop during history lessons, such as: developing the ability to ask perceptive questions, think critically, weigh evidence through both primary and secondary sources, sift arguments and develop perspective and make substantiated judgments. History also helps children to develop a sense of empathy by looking at changes that have occurred over time and how these relate to the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.	
2	CURRICULUM <ul style="list-style-type: none"> ● INTENT (Include reference to SEND and disadvantaged pupils) 	During history lessons all children, including SEND and disadvantaged children, will be exposed to a rich and varied curriculum, often in a cross curricular capacity. Each year, the children will build on skills they have learned in previous years by increasing the complexity of the subject content and level of skill acquisition. Starting from simple skills such as identifying and describing, comparing and contrasting on to higher order skills such as making reasoned judgments, critiquing and hypothesising. In addition, the acquisition of an increasingly more complex vocabulary. The history curriculum provides opportunities for all children by the end of Year 6 to have acquired a great deal of subject knowledge and ultimately develop the ability to use these skills to question and become independent learners and thinkers and apply this to everyday life and in preparation for moving on to secondary history education.	
	<ul style="list-style-type: none"> ● IMPLEMENTATION 	History is taught in all classes from EYFS to Y6 and lends itself well to cross-curricular opportunities. For example: Reading and writing, drama, ICT, geography, art, D&T and PSHE, including links with British values. Each class in KS1 and KS2 follows the Collins Connected History scheme of work and an agreed topic for each term is taught in each year group. This allows teachers to present the subject matter clearly and systematically through a process of investigating a main question. Resources, such as slide shows, pictures and ancillary questions and vocabulary are readily available for teachers to access on the school staff share. History is taught in a fun and engaging way, through "history mysteries" using a variety of strategies, or ways in. Children respond well to unusual artefacts and using iPads or computers to investigate them interactively. By following the scheme, it ensures that there is clear progression in terms of building on prior learning and developing new enquiry skills, thus presenting more demanding levels of enquiry as the children move through each year group. Physical resources/artefacts and books are readily available to all teachers, relating to the topics covered and staff have the opportunity to access classroom based workshops provided by Elmbridge Borough Council. Teachers are encouraged to revisit what they have taught so far with each topic, to embed knowledge and understanding and address any misconceptions before moving on through the scheme, in order that the children can remember their learning long term. In the Early Years classrooms, teachers follow the EYFS curriculum, which is based on children learning through play. This is true of history, in so much as it falls within the "Understanding the World" area of learning and development. In these settings teachers base historical learning, largely linked to what the child already knows, themselves, their family, familiar famous events and by its' nature is cross curricular. Topics are not mandatory and the subject matter and content is at the teachers' discretion, providing the early learning goals are kept in mind. In KS1 and KS2 end of topic paper assessments are available but generally not used, as it is thought that this places an unnecessary burden on teachers and children. Assessment of the children's learning tends to be through ongoing teacher assessment by using open ended questions, working with children in the classroom and scrutiny of their work. Children's achievements are assessed and recorded termly using the steps and statements on Target Tracker – the school's assessment system. This enables all children to make progress based on their starting points from the previous year.	
	<ul style="list-style-type: none"> ● IMPACT (Include reference to SEND and disadvantaged pupils) 	Each year, children enjoy and engage well in history lessons. This is most evident when a topic has really inspired them, many will often undertake their own independent learning at home, bringing in their work to share with their friends. All children are challenged and work to the best of their ability and make good progress in the subject, based on their starting point as assessed on Target Tracker from the previous year. This includes SEND and disadvantaged children. In the EYFS children begin by exploring the world around them in a context which is relevant to them and through the medium of play. As children move into KS1 they begin to develop a range of simple skills and begin to learn about chronological order, alongside topics such as "Toys." By the end of KS2, children will have covered a wide range of topics and skills and have acquired a great many historical concepts and methods of enquiry. They will have gained an historical insight that will help them reflect upon how the past has possibly impacted their present and stand them in good stead for the next stage of their history education.	
3	BROADER CURRICULUM How does this subject promote elements of the broader curriculum, including SMSC, British Values, Eco-Schools, etc.?	History provides many cross-curricular learning opportunities. As children develop higher order skills such as, justifying, developing conclusions and empathising, they are able to make links with the impact the past has had on the present. For example: Studies of WW2 and the British Empire help them understand how British Values have evolved over time. Also studies of other cultures and time periods can help them learn about Spiritual, Moral, Social and Cultural issues that affect them now. Comparing and contrasting changes, using maps or online maps or Google Earth. In order to research historical topics, ICT is a useful resource and can be readily incorporated within ICT lessons, using PC's or iPads. Art and D & T is easily linked to History. For example: Creating silhouette pictures of the Great Fire of London, making clay models of artefacts from the	



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		Stone Age to the Iron Age. Creating models of old toys. There are also opportunities for extended writing about historical topics.		
4	SUCCESSSES IN THE SUBJECT IN THE PREVIOUS YEAR Focus should include the contribution of the subject to meeting whole school priorities	▶ History day – Time travel through the decades		
		▶ Embedding the Connected History scheme of Work		
		▶		
5	ACHIEVEMENT Attainment, progress and the quality of learning for individuals, different groups, including SEND pupils, boys/girls, disadvantaged, CLA. Emphasise key skill development across curriculum	Strengths	▶ Grade 2	Areas for Development
		▶ Children learn about a broad range of topics in History.		▶ Create opportunities for special history days which take account of the current restrictions surrounding Covid 19.
		▶ Historical skills are beginning to be more focused upon than simply historical facts.		▶ Continue to embed the progression of historical skills taught across the school.
		▶ Children enjoy history days.		▶
6	TEACHING Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, reading and literacy skills, assessment and next steps in learning. Marking, feedback.	Strengths	▶ Grade 2	Areas for Development
		▶ Some evidence of extended writing opportunities and next step challenges.		▶ Embed differentiation/challenge for all and clearer adaptations for SEND.
		▶ Evidence of history on display in classrooms.		▶ To have visible timelines in every classroom to develop understanding of chronology.
		▶ Teachers generally have a good understanding of the topics they are teaching.		▶ Develop questioning skills using a combination of open ended and closed questions. Focus more on open ended questions which help develop more critical thinking.
7	LEARNING BEHAVIOURS Including behaviour in lessons & around the school, attitudes to learning. Pupils' enjoyment and engagement in the subject, views of pupils/parents. Include SMSC	Judgement	▶ Grade 2	Areas for Development
		▶ Generally, children have a positive attitude towards learning History.		▶ Promote more critical thinking skills by allowing children to explore topics through open ended questions.
		▶		▶
		▶		▶
8	LEADERSHIP/MANAGEMENT How well leaders demonstrate ambition, vision, high expectations, improve teaching and learning, develop staff, sustain improvement. Appropriate curriculum, equal opportunities, parental engagement	Strengths	▶ Grade 2	Areas for Development
		▶ SL has been in role for 4 years and has high expectations.		▶ Continue to develop History across the curriculum.
		▶ SL tries as much as possible to give staff up to d information about planning and skills development.		▶ SL to ensure all new staff are aware of the current SOW and how to access resources.
		▶		▶ Provide examples of types of questions that could be used.
9	OVERALL EFFECTIVENESS	Overall, children achieve well in History and teaching is good. New staff are less familiar with the current Connected History SOW and the SL will support where necessary. Children and Staff are positive about History and most have high expectations.		
10	WHAT IS A GOOD LEARNER LIKE ON LEAVING HURST PARK?	A good learner enjoys history, is enthusiastic and wants to continue learning history. They have a good understanding of British, local and world history. A developing understanding of chronology and a range of enquiry skills. They recognise how our knowledge of the past is constructed from a range of sources and become critical thinkers. They will also have an extended vocabulary relating to the subject.		
11	KEY AREAS FOR SUBJECT DEVELOPMENT Especially achievement and quality of teaching	▶ Ensure clear differentiation within the activities, with particular focus on setting challenges and supporting SEN children.		
		▶ Develop teaching the progression of skills within the subject.		
		▶ Develop effective use of questioning skills to promote critical thinking.		