



## Subject Report 2022-2023

<b>Subject</b>	History	<b>Report prepared by</b>	Charli Elliott
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### Overview of the year:

Key messages of the year:

- The Cambridge School has renewed the History Association CPD programme to support teacher subject knowledge. This will improve quality teaching of history across the school.
- Used staff voice survey to assess confidence and enjoyment levels of teaching history
- Method for formative assessment has been improved so that more accurate evidence of secure knowledge can be documented.
- Skills progression document has been colour coded to show which skills are covered in each term.
- Engaged with local museums to find out about booking loan boxes so the children can handle relevant artefacts.

### Curriculum: Intent, implementation, Impact

#### Intent

At The Cambridge Primary School, we want the children’s learning to inspire them to take **ownership** of their curiosity and want to find out more about both their local history, and that of the wider world. We want to nurture that curiosity in order to encourage children to be **brave** and think like historians so that they can build their own understanding of how history has impacted us in the modern world. We encourage children to think **innovatively** in order to imagine the past the way historians do, and **collaborate** with their peers by building on each other’s ideas about artefacts and evidence they are presented with.

When children leave The Cambridge Primary School they will have the following skills:

- Chronologically sequence events from the past on a time line
- Recognise and comment on differences between the past and modern day
- Able to ask and answer questions relating to different sources and object
- Have confident use of the library etc. for research
- Recognise primary and secondary sources

In History, A Cambridge Pupil will leave with:

Key Skills	Qualities
<ul style="list-style-type: none"> <li>• Form a <b>critical arguments</b> and <b>opinions</b> on a historical event and <b>support it</b> with evidence from primary/secondary sources.</li> <li>• <b>Evaluate</b> the validity of historical sources, suggest omissions and the means of finding out.</li> <li>• Demonstrate a <b>strong chronological understanding</b> of historical knowledge in greater depth.</li> <li>• <b>Compare</b> and <b>contrast</b> historical events.</li> <li>• <b>Record</b> and <b>present</b> historical information in a range of different forms. (e.g. Display, time line, story board)</li> <li>• Produce an <b>explanation</b> (written or spoken) of historical events, referring to cause and effect using evidence to support their explanation.</li> </ul>	<p>In History, a Cambridge pupil is inquisitive and shows <b>bravery</b> when developing opinions on historical events. They show enthusiasm to work both independently and <b>collaboratively</b> to research historical events; using a variety of sources to deepen their understanding and knowledge. Pupils think <b>innovatively</b> to come up with findings and conclusions, and confidently explain historical events, drawing on connections with other events, demonstrating an awareness of the chronological order. Pupils are excited and enthusiastic to steer their learning; taking <b>ownership</b> in research projects, applying critical thinking and asking probing questions.</p>

#### Implementation

History teaching at the Cambridge School follows the National Curriculum. History is planned thematically to match the overarching topic a year group is covering over a half term. For example Year 1, Spring 1 Moon Zoom interlinks to the Apollo 11 moon landing history topic. Cross-curricular learning is also embedded into history with opportunities for pupils to present their learning through Art/DT and English. For instance, during Year 3’s topic ‘Rocks, Relics and Rumbles’, they write a diary entry from the perspective of a character living in ancient Pompeii, experiencing the eruption of Mount Vesuvius.

In addition to this, ‘Now press play’ computing software allows students to experience an immersive ‘history’ lesson. This is presented as ‘story time’ where pupils listen to an audio input through wireless headphones before answering comprehensive questions on what they have heard. These are often used as an engaging experience for hook days.

‘Hook days’ occur every half term within all years groups, where pupils dress up around a particular theme and complete interlinked fun activities to engage and immerse them in their topic. For instance, Year 2 (Autumn 2, Castles) held a medieval hook day, where the children created their own coat of arms and medieval menu.

Topics taught across each year group:

	AT1	AT2	SP1	SP2	SU1	SU2
EYFS	<i>Do you want to be friends?</i>	<i>What happens when I fall asleep?</i>	<i>Commotion in the Ocean</i>	<i>Can you tell me a story?</i>	<i>Are we there yet?</i>	<i>Do cows drink milk?</i>
Y1		<i>History – Memory Box</i>	<i>History – Moon Zoom</i>	<i>History – Superheroes</i>		
Y2		<i>History – Towers, Tunnels and Turrets</i>	<i>History – Street Detectives</i>	<i>History – Land Ahoy</i>		
Y3	<i>History - Through the Ages</i>		<i>History - Rioting Romans</i>	<i>History - Rioting Romans</i>		
Y4	<i>History – The Ancient Greeks</i>				<i>History – Anglo Saxons &amp; Scots</i>	<i>History – The Vikings</i>

Rationale for curriculum organisation:

In History, children learn about significant events and people from the past as well as world history, European history and local history; making relevant connections to the community and town they live in. History is taught to the whole class, once a week over three half-terms. Pupils are seated in mixed ability groups of four, following the KAGAN structure. Other subjects and experiences are used as opportunities for cross curricular learning for history including school trips and workshops.

What have you done to ensure that every skill is covered?

A skills progression map has been created for history. This document produces an overview of the key skills being taught for each year group and topic. The map can also be used by the class teacher to see how the skills will develop over the years (and what has come before) in order to inform medium and long term planning.

The subject lead has worked with teachers in each year group to check which term each skill is being covered in, and have colour coded the progression map accordingly.

Impact

At The Cambridge, Children find history a truly fascinating and engaging subject. They love learning about how things were different in the past, and really considering what pieces of evidence are telling them. The children enjoy having in depth discussion with each other and their teacher during lessons sharing their knowledge and comparing their learnings with our lives today. Children follow up on their history lessons by doing extra reading and online research at home, and are excited to show their teacher drawings or mini fact files that they have created independently.

Pupil progress is accessed initially through 'live marking' as per our fast feedback policy. This takes the form of verbal feedback which is documented using a stamp in the child's book with a short note indicating what the feedback was about. Pupils are able to make changes to their work based on conversations with an adult in the moment. This means that correct knowledge is solidified in their long term memories so that retrieval practice can be most effective in the following lesson.

<p><b>What does marking and assessment look like in your subject?</b>  <b>How do you know this has been effective for children's progress?</b></p>	<p><b>What CPD have you received / research have you carried out in your subject area? What has been the impact of this on the children?</b></p>
<p>'Live marking' operates within our school, which means children receive immediate feedback during the lesson and review their own learning at the end of each lesson by RAG rating at the top of the page. Teachers will correct any spelling mistakes, particularly subject specific vocabulary, by rewriting them in green. Children correct and improve their work using a 'purple polishing pen', this shows them and us where progress has been made in the lesson.</p>	<p>The subject leader has liaised with teachers to understand how they find teaching history, and whether they think their topics are suitable for their year group. Following this, research has been conducted to find strategies that could help us make lessons more engaging, such as using NowPressPlay, and using museum loan boxes.</p> <p>The subject leader has attended a face-to-face course for leading Primary History, an online webinar for 'Teaching Historical Interpretation' on National College.</p> <p>The subject leader has reviewed the progression of historical skills throughout the school in order to gain a better understanding of how each one is covered as the children move up the school.</p>
<p><b>What Performance Information is monitored? What are the 3 questions are you considering for future developments?</b></p>	<p><b>How are Fundamental British Values, the Cambridge Learning Characteristics and personal development promoted within your subject?</b></p>
<p>The effective teaching of history at the Cambridge is monitored through termly book looks, lesson drops ins and observations.</p>	<p><u>Fundamental British Values</u>  Pupils are taught to respect the cultures and heritage of other Nations in history (<i>mutual respect and tolerance</i>). They are encouraged to reflect upon how the past is different to the present and how society has progressed</p>

<p>Key Questions:</p> <ol style="list-style-type: none"> <li>1. Are we tracking <b>pupil progress</b> consistently for history across the school?</li> <li>2. What <b>extracurricular trips/experiences</b> could be organised to create a 'buzz' around history?</li> <li>3. What do teachers need to increase their <b>confidence</b> in teaching history?</li> </ol>	<p>through time, allowing us to have more choices about things today (<i>individual liberty</i>).</p> <p><u>The Cambridge Learning Characteristics (BICO)</u></p> <p>In History, pupils are encouraged to be <b>brave</b> and share their ideas and opinions. Through the KAGAN structure, children often work <b>collaboratively</b> with their peers to investigate, problem solve and <b>inspire</b> each other. We encourage the children to take <b>ownership</b> of their learning by thinking the way historians do: putting pieces of evidence together and making <b>innovative</b> judgements and assumptions about the past. History stimulates children's natural curiosity to understand more about what it was like in the past.</p> <p><u>Opportunities for Personal Development</u></p> <p>The Cambridge Primary has a membership to The National College, which has CPD courses relating to the teaching of history, to support staff confidence in teaching.</p> <p>Hook days for the children are often centred around the history topic that is being learnt that term, in order to ignite the interest of the children, and provide something for teachers to refer back to during the term.</p>
<p><b>What have we done in 2022?</b></p>	
<p><b>Implementation</b></p>	<p><b>Impact</b></p>
<p>Joined Historical Association with 'single teacher membership'.</p>	<p>Joined a network of history professionals with outstanding CPD courses. These increased confidence in the teaching of history throughout the school. The membership included ideas for trips, lessons and resources.</p>
<p>Skills progression document has been colour coded to show which skills are covered in each term.</p>	<p>Ensure all skills are covered sufficiently over the year and there is progression from EYFS to Y4 (and eventually to Y6).</p>
<p>Staff confidence survey</p>	<p>As the school grows, it is important to ensure all staff are confident in teaching both subject matter, and covering the relevant skills in history. This survey has enabled me to get an insight into what support would help staff teach history, and what is working well that should stay the same.</p>
<p><b>What is the action plan for 2023?</b></p>	
<p><b>Implementation</b></p>	<p><b>Impact</b></p>
<p>Renew membership with Historical Association with 'single teacher membership'. (Expired end of Jan)</p>	<p>Access to CPD will increase teacher motivation, confidence, and commitment to teaching; learning new skills and applying them in the classroom can lead to a more effective teaching environment.</p>
<p>Scheme</p>	<p>Introducing a scheme of work for history will help subject leader, and class teachers, plan and sequence lessons whilst making sure all National Curriculum aims are covered effectively over the entire year.</p> <p>This will reduce teacher workload, and improve confidence in teaching new content (especially as we grow as a school and will enter new topics in Year 5 and 6).</p> <p>Implementing a scheme will result in a consistent approach to teaching history across the school, which will therefore ensure suitable progression of skills required by the National Curriculum.</p>
<p>Introduce 'Little people, big dreams' series of books into the school library to be used by class teachers for particular lessons in history topics, as well as for children to read for pleasure.</p>	<p>These books introduce children to well-known historical figures in an approachable un-intimidating way. The illustrations and easy to follow stories about these people's lives mean that all ages from EYFS to Y4 will be able to access them. These books are designed to encourage children's historical curiosity and love of learning. Talking about the childhoods of significant individuals gives the books relevance to young children and helps them engage with the subject, as well as helping them to realise that people can have ambitions from early in their lives.</p> <p>The books are a great way to help us meet the <b>KS1 National Curriculum requirements</b> that children should be able to "use parts of stories to show that they know and understand key features of events" and that they should be "taught about significant individuals in the past".</p>

Loan boxes	Handling an artefacts allows the children to use their senses, develop questioning and problem-solving skills, strengthen their understanding of a period, and empathise with people from the past.
Topic book-looks	Looking at books will allow me to see evidence of all skills on the progression map.
Ensure historical skills are being covered throughout planning in all year groups.	This will ensure that we meet the requirements of the National Curriculum that children “understand the methods of historical enquiry” and “gain historical perspective”.
Carry out pupil conferencing termly.	Gather feedback from teaching staff and children through learning walks and reviewing learning evidence will help me understand the impact history lessons are having on children, and if anything needs to change.
Year 5 Curriculum	Summer term: Begin to work alongside the Year 5 team to confirm topics and put together an MTP that covers the skills laid out in the skills progression map.