



Subject Report 2023-2024

Subject	History	Report prepared by	Laura Tack
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Overview of the year:

Key messages of the year:

- Introduction of *Key Lines of Enquiry* to ensure teaching is relevant to children and assists in the development of their understanding of the world.
- Development of Knowledge Organisers and review of working walls to support children to build knowledge relevant to the *Key Line of Enquiry*.
- Introduction of timelines to allow children to put learning into context.
- The History Topic Overview has been edited and new planning document produced to ensure key concepts and skills are covered across the school, year group and topic.
- Development of Teachers Guide to History at the Cambridge Primary School to ensure consistency of topic format and assessment across the school.
- A framework of historic skills has been developed to ensure skills are taught effectively across all topics and to facilitate efficient formative assessment.
- Online Kahoot Quiz introduced to bookend topics to facilitate knowledge building and assessment.

Curriculum: Intent, implementation, Impact

Intent

At The Cambridge Primary School we envision children leaving our school with a wide breadth of knowledge relating to both their local history and beyond. We hope to nurture the children's **curiosity** about the past in Britain and the wider world. By developing the skills of a historian children will begin to build their own understanding of how history has impacted us and develop an understanding of the essential part this plays in preparing us for living and working in the modern world.

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"> • Form a critical arguments and opinions on a historical event and support it with evidence from primary/secondary sources. • Evaluate the validity of historical sources. • Demonstrate a strong chronological understanding of historical knowledge in greater depth. • Compare and contrast historical events. • Record and present historical information in a range of different forms. (e.g. Display, time line, story board) • Produce an explanation (written or spoken) of historical events, referring to cause and effect using evidence to support their explanation. 	<p>In History, a Cambridge pupil is inquisitive and shows bravery when developing opinions on historical events. They show enthusiasm to work both independently and collaboratively, building on each other's ideas and opinions about artefacts and evidence of historical events; using a variety of sources to deepen their understanding and knowledge. Pupils innovatively present their findings and confidently explain historical events, drawing on connections with other events and demonstrating an awareness of the chronological order. Pupils are excited and enthusiastic to steer their learning; taking ownership of their ideas and presentation, applying critical thinking and asking probing questions.</p>

Implementation

History is embedded within the thematic overarching topic each year group is studying over a half term. History is taught to the whole class, once a week over three half-terms. Other subjects and experiences are used as opportunities for cross curricular learning. For instance, during Year 4's Viking topic, pupils apply their learning about Viking Longships to their DT project and use their knowledge of key battles to produce a newspaper report in English.

To provide relevance and purpose, topics are planned around a *Key Line of Enquiry* which is returned to weekly throughout lessons to provide focus.

We intend use historical artefacts, visitors, workshops and visits to excite and intrigue our children to find out more about events and people from the past. Immersive experiences within lessons or as part of hook days and school trips should immerse children in the subject and help to foster empathy and an understanding of the past. Immersive experiences may be as simple as asking pupils “*What would you do?*” questions or as complex as the battle re-enactment included in the Year 4 trip to Ufton Court.

Topics taught across each year group:

	AT1	AT2	SP1	SP2	SU1	SU2
EYFS	Who helps you?	What happens when I fall asleep?	What's in the Ocean	Can you tell me a story?	What can we find in Africa?	Do cows drink milk?
Y1		Moon Zoom (Neil Armstrong, Tim Peake)		Memory Box Sources and Evidence How do we remember the past?	Superheroes Florence Nightingale-	
Y2	Castles Sources and Evidence What can castles tell us?		Fire! Fire! Continuity and Change – technology & the fire service Could the Great Fire of London happen today?		Up Up and Away (History of flight – Samuel Cody) Consequence?	
Y3	Through the Ages & Tribal Tales		Rioting Romans	Rioting Romans		
Y4	Ancient Greeks Historical significance				Anglo Saxons Change and Continuity: Change from Roman rule and continuity with present. Did the Anglo-Saxon's bring a 'Dark Age' to Britain?	Vikings Similarity and Difference between Saxons and Vikings How important were Viking raiders to the emerging culture of the English?
Y5	Ancient Egypt Historical interpretations		Tudors (Henry VIII) Cause – Church of England how political motivations contributed to religious change Was Henry VIII a good king?	Tudors (Elizabeth I) Historical significance Non sine sole iris? (no rainbow without sun?)		

Rationale for curriculum organisation:

The planning for each topic is approached by considering the relevance of the subject to the children's understanding of the world. This allows the Subject Lead to focus on the relevant National Curriculum concept and devise a *Key Line of Enquiry* which focuses the children's thinking on the intended learning. The *Key Line of Enquiry* takes the form of a question which acts as a hook and provides purpose to the learning whilst ensuring that each lesson and activity contributes to the ultimate aim of the topic. For example, in year 4 considering different things the Anglo-Saxon brought to Britain each week in order to consider whether they brought a 'dark age'.

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

The topic overview document has been edited to track the coverage of historical concepts outlined in the National Curriculum across the school and new planning document has been created which charts the coverage of aims from the National Curriculum and skills outlined in the Cambridge Primary School's Skill Progression. This enables the subject lead and teachers to check the coverage of skills and concepts across each topic. This document also includes a framework of historical skills which are being developed to ensure disciplinary skills are taught and assessed consistently throughout a topic.

Impact

At The Cambridge, Children find history a fascinating and engaging subject. They love learning about how things were different in the past and display curiosity by asking relevant questions. The children enjoy having in depth discussion with each other and their teacher sharing their knowledge and comparing their learnings with our lives today.

What does marking and assessment look like in your subject?
How do you know this has been effective for children's progress?

What CPD have you received / research have you carried out in your subject area? What has been the impact of this on the children?

Marking in books follows Fast-feedback policy with teachers completing the fast-feedback sheet to assess children against the lessons learning intention. A range of history skills have been developed and mapped on to Blooms taxonomy for use in Learning intentions to ensure disciplinary knowledge is being assessed efficiently. Substantive knowledge is assessed via an online Kahoot quiz at the start and end of the topic.	The Subject lead has conducted pedagogical research including consulting the Ofsted Research Review History for All report and Historical Association Primary Survey Report 2022. The subject leader has liaised with teachers to understand the requirements for their year groups and topics. As a result, the Subject lead has reviewed the topic overview to ensure the Second Order Concepts outlined in the Research Review are being covered and topics are relevant and engaging for students.
What Performance Information is monitored? What are the 3 questions are you considering for future developments?	How are Fundamental British Values, the Cambridge Learning Characteristics and personal development promoted within your subject?
<p>The effective teaching of history at the Cambridge is monitored through termly book looks, pupil conferencing and lesson drops ins and observations.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1. How can we ensure pupils are thinking about history in order to ensure learning is memorable and knowledge is retained? 2. Are we tracking pupil progress consistently for history across the school? 3. How can we challenge deeper historical thinking? 	<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 through time, allowing us to have more choices about things today (<i>individual liberty</i>).</p> <p><u>The Cambridge Learning Characteristics (BICO)</u> In History, pupils are encouraged to be brave and share their ideas and opinions. Through the KAGAN structures and immersive experiences, children often work collaboratively with their peers. We encourage the children to take ownership of their learning by thinking the way historians do: putting pieces of evidence together and making innovative judgements 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> Immersive activities are planned to develop empathy and decision-making skills. Opportunities for collaboration foster teamwork to prepare children for the world beyond school.</p>
What have we done in 2023?	
Implementation	Impact
Renewed Historical Association with 'single teacher membership'.	Access to CPD and lesson plans to ensure effective leadership and planning.
Introduction of <i>Key Lines of Enquiry</i>	ensure teaching is relevant to children and assists in the development of their understanding of the world.
Development of Knowledge Organisers and review of working walls	to build knowledge relevant to the <i>Key Line of Enquiry</i> .
Introduction of timelines	allow children to put learning into context
The History Topic Overview has been edited and new planning document produced	ensure key concepts and skills are covered across the school, year group and topic.
Development of Teachers Guide to History at the Cambridge Primary School	ensure consistency of topic format and assessment across the school.
A framework of historic skills has been developed	to ensure skills are taught effectively across all topics and to facilitate efficient formative assessment.
Online Kahoot Quiz introduced	facilitate knowledge building and assessment
After-school History Club	Create enthusiasm for history
Governors monitoring visit	To ensure subject is implemented effectively

Purchase of History texts to support topics	Supporting children's understanding within lessons and also opportunities to explore texts in individual reading time; building knowledge and a sense of curiosity.
What is the action plan for 2024?	
Implementation	Impact
Renew membership with Historical Association with 'single teacher membership'. (Expired end of Jan)	Access to CPD to ensure effective leadership of subject.
Continue to renew topics across school introducing Key Lines of Enquiry and Knowledge Organisers	Ensure teaching is relevant to children and assists in the development of their understanding of the world.
Carry out pupil conferencing termly.	Gather feedback from children to understand the impact of history lessons and feed forward to MTP review.
Topic book-looks and Feedback Sheet review	Looking at books to see evidence of all skills on new planning document and overview.
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".
Year 6 Curriculum	Summer term: Begin to work alongside the Year 6 team to confirm topics and put together an MTP that covers the skills laid out in the skills progression map.
Resources review; audit and research additions	To assess resources available at school and research additional resources to support learning
Purchase of history texts/resources to support topics across school and in new year 6.	Supporting children's understanding within lessons and also opportunities to explore texts in individual reading time; building knowledge and a sense of curiosity.