

## **Summary of Main Findings**

### Part 1: Discussion with Senior Leaders / Subject Leaders

- Leaders can articulate their approach to the sequential teaching of history across the school confidently. It matches a Beyond Expectations curriculum model: PROVIDE, ENHANCE, ENRICH, BE.
- Planning is thorough to ensure the incremental building up of knowledge. The topic areas in KS2 are taught chronologically to re-enforce chronological understanding. KS1 and EYFS focus on personal and national histories, particularly the teaching of significant individuals.
- Cross-curricular links are developed where it is considered beneficial to build understanding and some history content is taught separately from the rest of the curriculum. This is identified through a comprehensive cultural capital document which shows how learning is enriched through trips/residential.
- Evidence for progress and attainment is found in end of unit 'quizzes', as well as through a range of monitoring activities. History attainment data in terms of how many pupils in each year group are below the expected level, at expected or above expected, is not currently available. A deep dive triangulation method is used to quality assure data collected at the end of the year.
- Leaders believe that, whilst assessment is not yet as clearly defined as they would like it to be and finances for resources are tight, the school has several key strengths in terms of History provision: high levels of teacher expertise (particularly strong in some year groups), an embedded approach to sharing that expertise through collaborative working and a consistency of expectation across the school.
- Quantitative data is not available to help answer questions around the achievement of disadvantaged and SEN pupils. These children do have a voice regarding History provision, since they are deliberately included in pupil discussion groups and book scrutiny.
- To quality assure delivery of History and to support colleagues, the subject leader conducts learning walks, leads staff meetings and provides tailored support for teachers as appropriate.

### Part 2: Lesson Visits: Key Themes

Three lessons were seen: Y2, Y3 and Y6:

- enthusiastic teaching demonstrating secure subject knowledge
- clear focus on source work and historical enquiry
- good behaviour; some low-level disruption seen
- good engagement and enjoyment, promoted by a strong emphasis on memorable, practical learning;
- interesting activities very well presented and managed;
- excellent use of partner talk and collaborative working;
- high level of challenge;
- clear links to prior learning;
- very strong and warm teacher/pupil relationships.

### Part 3: Book Scrutiny: Coverage and Achievement

- There is sufficient work in books to indicate that teachers have been delivering lessons according to their curriculum plans. Some knowledge mats were missing in books to support learning within the topic and not all learning met knowledge/questions on the knowledge mat. All topics, however, were being covered and skills planning did inform taught lessons.
- The work submitted provides evidence of the incremental building up of understanding. Some gaps were identified in Year 2+6 curriculum books, further investigation showed clear knowledge demonstrated through class e-books and through writing in Literacy books.
- In Year 1, phonics has been prioritized over other curriculum areas – This is clear on the SDP. The amount of history work from this term is increased from previous terms, but not yet as comprehensive as other year groups. Pupil interviews indicated that children had learned more than was evidenced in books and were able to answer some questions about Remembrance Day/WWI and Guy Fawkes.
- Experiential knowledge was evident in books to support learning – E.g. Y5 Tudor Day / Creswell Crag trip

### Part 4: Discussion with Key Stage 2 Pupils

- Pupils express an enthusiasm for history, especially for practical activities:  
“I enjoy learning about things from the past and how things are different today.”  
“I like learning good facts.”  
“I know things I didn’t know before”
- Children talked about trips and linked learning through art, the museum, baking, Creswell Crag etc.
- Children are not able to clearly articulate how they know that they are progressing in history. They can, however, articulate that they are improving.  
“I know more and can remember more things.”  
“I find it hard at the beginning of the topic, but I understand more by the end because we learn something new every day.”  
“Each year we learn something different and it improves my history knowledge.”  
“We learn more as we go further up the school!”
- When asked what makes a really good history lesson, responses echoed earlier comments regarding practical learning and acquiring new knowledge:  
“Mrs. Martin uses videos and things to link to what she is saying.”  
“Mr Stimpson makes every lesson fun. He shares lots of powerpoints, videos and information to help us learn.”  
“It’s fun when we remember all the Tudor facts at register time.”  
“Mrs Clay gives us smarties if we’re a smarty. Jace got a whole packet for knowing the wives of Henry VIII.”  
“We do stories about the Egyptians. Mr. Cross gives us facts and sheets to help us.”

\*Pupil Interviews were also conducted in KS1 to check that pupils knew and remembered information from the topics taught. Both year groups spoke about the history topics taught so far during the year.

## Part 5: Discussions with Teachers

- Teachers provided a clear rationale for their teaching sequence and this lesson in particular. Staff linked their lessons to learning that happened within the topic and beyond. E.g. Anne Frank → Holocaust (RE) or Egyptian Gods and Goddesses → Ancient Greeks future learning.
- Lessons are linked to the knowledge mats and contain key knowledge.
- Teaching in KS1 focusses on personal history and key/significant figures. In KS2 it is taught Chronologically and focusses on progressing civilisations through time. → In Year 6 it offers the opportunity to compare and contrast different periods of time.
- Teachers said that monitoring took place through a regular monitoring calendar of lesson observations, pupil voice, planning scrutiny and work scrutiny.

**Conclusion:** This History deep dive supports the school's self-evaluation of good. Knowledge and skills progression is evident from EYFS through to Year 6 and is supported by experiential knowledge that links learning together. Children's knowledge is good and they can articulate their learning experiences well. This is not always reflected by the work seen in books, but pupil interviews support the view that knowledge and skills are being taught. Teaching is consistently good - in some cases better - which supports the children in knowing and remembering more. A more consistent approach to the use of knowledge mats and children using these to articulate what they know and have learned will support this judgement further. In addition to this, the collection of more measurable summative data will allow for greater analysis to track pupil progress and support more accurate judgements on what pupils know and can remember.

### **Recommendations:**

- **End of year assessments.** Develop a more rigorous and precise approach to assessment in history that includes the collection of summative data.
- **Work Scrutiny.** Continue to increase the amount of evidence collected in books to support the children when talking about their learning. Continue to ensure that work/learning is sequenced in accordance with half-termly skills plans.
- **Chronology.** Continue to embed the teaching and understanding of chronology. Explicitly teach the history of each topic by using a timeline from both within the unit and one that places the topic in a broader historical context so pupils can see which periods of history came before/after.
- **Knowledge Mats.** Continue to embed a consistent approach to knowledge mats. Ensure teaching sequences are linked to the knowledge mat and children have opportunity to respond to the knowledge mat to demonstrate what they know; this will provide additional evidence for assessment.

