



History Subject Leaders Monday 21st June 2021

History Deep Dive

- Ensure that a) you as subject leader and b) all teachers are familiar with the NC Aims for History
- What is 'unique' about the History curriculum at your school (i.e. what topics / units / themes have you introduced specifically to meet the needs of your pupils?)
- What is pupils' learning (over the course of their time at your school) building towards (by end of Y2 / Y6), including that of pupils with SEND? (How would you explain that the curriculum is 'ambitious'?)
- Are all teachers clear as to what they are assessing re: pupil's learning (what criteria do you use to assess progress)?
- Do have an example (or 2/3) to demonstrate pupil's progress in an aspect of History?

New resources

Ofsted

History in outstanding primary schools

<https://educationinspection.blog.gov.uk/2021/04/27/history-in-outstanding-primary-schools/>

Historical Association

A selection of 'free' resources including subject specific podcasts

<https://www.history.org.uk/primary/categories/7/news/3815/primary-resources-to-support-you-during-covid-19>

Subject knowledge webinars

<https://www.history.org.uk/primary/categories/941/news/3936/webinar-series-boosting-subject-knowledge-at-key>

Key Stage History

Vocabulary:

<https://www.keystagehistory.co.uk/ofsted/what-ofsted-is-looking-for/the-place-of-vocabulary-building-in-your-history-lessons/>

Teaching about the past in EYFS

<https://www.keystagehistory.co.uk/keystage-1/curriculum-planning/teaching-about-the-past-in-eyfs/>

Ten things to make teaching at KS2 even better

<https://www.keystagehistory.co.uk/keystage-2/teaching-and-learning-keystage-2-2/10-things-to-do-to-make-your-history-teaching-better-at-ks2/>

Cornerstones: what to expect from a 'deep-dive'

<https://cornerstoneseducation.co.uk/news/what-to-expect-from-ofsteds-subject-deep-dives/>

A deep-dive case study

History Deep Dive (questions asked)

- What are the big ideas that you want children to have grasped by the time that they leave your school?
- How you sequence learning from Early Years to Y2?
- How do we revisit prior learning?
- How is the revisiting of prior learning built into long term planning?
- What progression models do you use in History?
- How are children performing in EYFS in understanding of the world?
- What is there in provision for UotW in EYFS?
- What does long-term planning look like?
- How do teachers use the long-term planning to decide on teaching activities?
- What pedagogical choices to teachers make, that ensure that children make progress, whilst staying true to the ways that we know children learn?

Joint observation – HMI and History Leader.

During the observation the inspector will watch closely:

- the language used by the teacher,
- the interactions between children,
- the role of the TA and how they supported learning,
- the information that was given to children.

After the observation, the HMI asked the subject leader:

- What did you see?
- What would be the development point that you would give after that lesson?
- How has that lesson built on prior learning?
- What pedagogical choices did the teacher make in delivery of the lesson content?

Book Look:

- The HMI and History leader will examine books from the current Y1 and Y2, and learning journals from EYFS.
- KS1 books:
 - Can you tell me how the teacher has progressed through the progression model?
 - How well have the children grasped the learning here?
 - Do you think the children will remember the key learning from this lesson (pointing to work from first week back)?
 - What would you expect the teacher to do next?
- ***EYFS Learning Journals***
 - How do you sequence learning in EYFS?
 - Do you think this enables to excel as potential future historians? Why?
 - Could you tell me about the progress that this child has made in Understanding of the World in Nursery? (Using last year's learning journals).
 - Do the learning journals enable leaders to monitor progress in specific areas effectively?

Cultural capital & History

The Ofsted School Inspection Handbook 2019, defines it as:

‘the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’

What is **cultural capital**? In educational terms, it refers to the bank of cultural experiences that students can gain from different cultural opportunities. E.g. Gallery visits, historic visits, music lessons, IT skills, dance lesson etc) Families have historically passed down these advantages to their children by providing them with these opportunities. Evidence shows that children with cultural capital do better in school and go on to do better in society, their career and the world of work. Schools can have a huge impact on equipping students with cultural capital.

An e.g.

What is Cultural Capital?

Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their **cultural** awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work. Cultural capital promotes social mobility and success in our stratified society. **Cultural capital** gives a student power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial **capital**. **Cultural capital** is having assets that give students the desire to aspire and achieve social mobility whatever their starting point.

Policy Rationale:

At xxxxx School, we recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital.

The school recognises that there are six key areas of development that are interrelated and cumulatively contribute to the sum of a student’s cultural capital:

1. Personal Development
2. Social Development, including political and current affairs awareness
3. Physical Development
4. Spiritual Development
5. Moral Development
6. Cultural development

Summary of the key areas of coverage for each area of Cultural Capital Development:

1. **Personal development:**
 - a. Careers and Information, advice and guidance provision;
 - b. Personal Finance Education;
 - c. Employability skills, including work experience;
 - d. Citizenship, Personal, Social and Health Education provision;
 - e. The school’s wider pastoral framework;
 - f. Growth mindset and metacognition - Resilience development strategies;

- g. Transition support;
 - h. Work to develop confidence e.g. public speaking and interview skills;
 - a. Activities focused on building self-esteem;
 - a. Mental Health & well-being provision.
2. **Social Development:**
- a. Citizenship, Personal, Social and Health Education provision;
 - b. Student volunteering and charitable works;
 - c. Student Voice – Year Group and School Council;
 - d. Nurture Group Access;
 - e. Provisions linked to the school's Healthy Schools' Accreditation;
 - f. Provisions linked to the school's accreditation as a Mental Health Champion School and its key role as a pilot school for the NHS Mental Health Trailblazers' programme;
 - g. In school and wider community engagement programmes;
 - h. Work experience and business engagement programmes;
 - a. Access to counselling.
3. **Physical Development:**
- a. The Physical Education curriculum;
 - b. Healthy Eating policies and catering provision;
 - c. Anti-bullying and safeguarding policies and strategies, including the student-friendly policy and Student Anti-Bullying Charter;
 - d. The Health Education dimension of the CPSHE programme, including strands on drugs, smoking and alcohol;
 - e. The extra-curricular programme related to sports and well-being;
 - f. The celebration of sporting achievement including personal fitness and competitive sport;
 - g. Cycling proficiency training and Cycling to School Safely protocol;
 - h. Activities available for unstructured time, including lunch and break times;
 - a. Activity-based residential;
 - a. The curricular programme related to food preparation and nutrition;
 - b. Advice & Guidance to parents on all aspects of student lifestyle;
 - a. The promotion of walking or cycling to school.
4. **Spiritual Development:**
- a. The Religious Education and Philosophy Curriculum;
 - b. Our collective acts of worship and reflection;
 - c. Support for the expression of individual faiths;
 - d. Inter-faith and faith-specific activities and speakers;
 - e. Visits to religious buildings and centres;
 - f. Classes and seminars with speakers focusing on spiritual issues;
 - g. School-linking activities – locally, nationally and internationally;
 - h. The Assembly programme.
5. **Moral Development:**
- a. The Religious Education and Philosophy Curriculum Curriculum;
 - b. The behaviour and justice framework underpinning the school's Behaviour Management policies;

c. Contributions to local, national and international charitable projects.

6. **Cultural Development:**

a. Citizenship Education;

b. Access to the Arts;

c. Access to the languages and cultures of other countries through the curriculum and trips and visits;

d. Promotion of racial equality and community cohesion through the school's ethos, informing all policy and practice.

Cultural capital and History

Pupils develop a wide range of rich cultural capital through the History curriculum.

- Pupils investigate their own family tree and that of others.
- The origins of globally significant events, e.g. the Olympics; electricity, flight (including space flight)
- Historical figures related to our locality
- Visits to places of historic importance
- They gain an understanding of the interactions and impact of events from one period of time to another (transport; health; housing; law; parliament) they think like a historian
- Pupils learn about endangered creatures and the human impact on the environment over time
- Working with sources to ensure pupils have the essential knowledge to make informed judgments
- Pupils develop an inquisitive interest in their surroundings.
- Pupils are able to write well-organised, balanced and structured arguments using valid evidence, which are key skills they will rely upon in later life, regardless of their chosen pathway.
- Numeracy: pupils learn to sequence events in chronological order, learning the correct language to describe periods of time
- Speaking is an integral part of history lessons through, questioning, task-based conversation (Think/Pair/Share) between pupils and encouraging the application of subject specific terminology; group work and whole class discussion are used to increase confidence with oral skills.
- Reading is developed through teaching reading techniques such as scanning and skimming skills; identifying and highlighting key points in text; reading aloud and reading to pupils to help them to understand the meaning of a text; keywords are displayed on walls and glossaries provided for pupils across all key stages.
- Writing is developed through demonstrating how to write appropriately for a particular audience, teaching the composition and the structure required to produce a balanced and well-argued answer, teaching how to develop a coherent argument through the use of mini-conclusions and reaching a final, substantiated judgement in the conclusion. Model answers have been used to demonstrate how to use connectives, link paragraphs and exemplar conclusions. Structure strips are provided and pupils also learn how to plan extended writing answers using plan templates given.
- Listening is developed through reading to pupils to aid understanding, oral instructions and verbal communications is every lesson. Pupils are also encouraged to listen to and respect different views on the topics and places they learn about.

From: Kapow Education

Wondering where to start with Ofsted's definition of cultural capital? Here's a digestible summary of what you need to know, plus some helpful and practical tips on where to start in helping develop your pupils' cultural capital in primary schools.

Here's what we'll be covering:

- Where did cultural capital come from?
- What's Ofsted's definition?
- Schools of thought: what are people saying?
- Approaches to developing cultural capital
- Free Kapow Primary lessons to help you develop cultural capital in your school
- Free cultural capital toolkit: staff powerpoint and templates

So where did the term cultural capital come from?

The original phrase comes from by the French sociologist Pierre Bourdieu in the 1970s, believing the more 'capital' you had, the more powerful your position was within society. This closely linked with Karl Marx's theory on fiscal capital (and capitalism) – the more capital you had, the better off you were.

D. Hirsch, Jr., Chairman of the Core Knowledge Foundation took this to another level by [developing the idea of 'cultural literacy'](#) – “the idea that reading comprehension requires not just formal decoding skills but also wide-ranging background knowledge”. In 1986 he published '[Cultural Literacy: What Every American Needs to Know](#)' which outlines all 'core topics' he believed American children needed to know to prepare them to be a successful adult.

This phrase hit the headlines again in 2013 when Michael Gove, then Secretary of State for Education, [gave a speech](#) where he promised the curriculum would ensure pupils had a “stock of knowledge”. Taking inspiration from E.D. Hirsch Jr, he argued 'cultural capital' would impact children from low-income backgrounds the most as “the accumulation of cultural capital – the acquisition of knowledge – is the key to social mobility”. This belief that cultural capital is 'knowledge' has been controversial amongst the teaching profession.

According to their school inspection handbook, Ofsted's definition of cultural capital is:

“As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following

wording in the national curriculum: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'"

Schools of thought: what are people saying about it?

There have been mixed views on Ofsted's mandatory introduction of 'cultural capital' into the curriculum.

The thought behind its introduction is to expose disadvantaged children to cultural experiences and background knowledge that will equip them with cultural knowledge to propel them further in their education, careers and social development.

Some teachers at schools in more deprived areas believe this could have a positive impact on their pupils. Developing cultural capital within a school setting can give exposure to children to experiences that they may otherwise not have had. Alan Boyd, a teacher, says that he feels he is "providing opportunities and experiences that our parents can't pass on to their children. Even simple things like going to a beach or farm that many children take for granted. Our school is in a deprived area so not many of the parents own cars. This stops them from having day trips and travelling away from their immediate area."

Is Ofsted's definition too vague?

The [Cultural Learning Alliance](#) has openly stated that the loose definition of 'cultural capital' by Ofsted allows schools to develop their own interpretation of what the phrase means in a way that is best for their school and pupils. They believe schools should define 'cultural capital' in a way to "celebrate and embrace the different backgrounds, heritage, language and traditions of all the children living in this country".

Similarly, [Teacher blogger Mrs Beaton](#) argues, "Let's shift our thinking from cultural transactions to cultural openness and acceptance. That my heritage might be different to yours but neither are 'less than' when the comparative financial cost is totted up and someone hands the school the receipt."

Contributing to [The Guardian](#) newspaper, Professor Diane Reay emphasises this new requirement doesn't just confuse what 'culture' to develop but also the issue of class: "key elements of cultural capital are entwined with privileged lifestyles rather than qualities you can separate off and then teach the poor and working classes."

Computing: Bletchley park – playing with sound:

Children learn the key features of a radio play before then creating and editing a radio play set at Bletchley Park during the war. [Go to this lesson >](#)

Tim Jenner HMI, Ofsted's subject lead for history, talks about the findings from our history subject inspections.

History is vital to a rich and broad primary education. It helps pupils to make sense of the present as well as the past, and to appreciate the complexity and diversity of human societies and development.

Between January and March 2020, we inspected the quality of history education in 24 primary schools with an outstanding judgement. We spoke to leaders and teachers about the history curriculum, visited lessons, looked at pupils' work and spoke to pupils.

In all of the schools we visited, pupils enjoyed learning about the past. It was great to see the breadth of the history curriculum across these schools, with pupils studying a wide range of topics from the history of Britain and the wider world. In almost all of the schools, the national curriculum was used as the basis for what pupils were taught.

Building blocks of progress

We saw some excellent examples of schools that had carefully considered the building blocks of progress in history, identifying knowledge that was essential to pupils' understanding of new material. Several schools paid lots of attention to building up pupils' knowledge of substantive concepts, such as empire, tax, trade and invasion. They are crucial components of pupils' comprehension of new material because they are abstract ideas, and therefore difficult to grasp, but are also used very commonly in history. In a number of schools, we were impressed by the range and security of pupils' knowledge of some of these concepts. Schools secured these by using appropriately challenging vocabulary in lessons, explicitly teaching these concepts, using them regularly in context and, sometimes, by assessing pupils' knowledge of identified concepts.

In some schools, we were also impressed with pupils' chronological knowledge. This is pupils' knowledge of broad developments and historical periods, and their 'mental timeline' of the past. This knowledge supports pupils to place their learning in context both in history and across other subjects. In a number of schools, this knowledge was regularly revisited and assessed, and pupils were securing historical knowledge as coherent narratives. Inspectors were pleased to hear pupils confidently discussing broader developments across the periods they had studied, and drawing on secure and well-organised knowledge of events and periods.

Support for pupils with special educational needs and/or disabilities (SEND) was a strength in all of the schools we visited. All of these schools balanced their ambition for all pupils to access the full history curriculum with a clear understanding of the needs of their pupils. Pupils were given careful individual and/or group support to secure the knowledge they needed to continue to access content in history.

Areas for improvement

There were areas of weakness in some of the schools visited. Pupil knowledge was less secure in those schools where leaders and teachers had not identified the knowledge that was most important for pupils to learn and remember. Often, these schools did not assess pupils' knowledge of the history content they had learned and therefore were not able to ensure that all pupils were making progress in their knowledge of history. In some of these schools, not enough priority was given to pupils building their historical knowledge. Inspectors saw some lesson activities that were not well-designed to secure pupils' knowledge. These included anachronistic writing tasks, such as writing a newspaper report on the Viking invasions of England, and activities that distracted from the history content pupils needed to learn.

We also saw generally weaker practice in the teaching of disciplinary knowledge. This is knowledge of how historians study the past and construct accounts. In most schools, pupils' knowledge in this area was not secure. We saw a lot of teaching that encouraged misconceptions about the discipline of history. Often, this was because pupils were asked to make complex historical judgements without enough knowledge to support these. In other cases, the way historians analyse the past was misrepresented. For example, pupils were taught to label sources as either 'reliable' or 'unreliable' using simplistic criteria.

In many schools, historical concepts were poorly understood. Teaching sometimes focused on pupils making their own judgements about significance, rather than learning about how others have attributed significance to topics or events. Similarly, pupils were encouraged to 'come up with their own interpretations' about the past without enough knowledge to do so successfully, rather than learning about how and why historians construct different interpretations of the past.

Teacher subject knowledge seemed to be an important factor in the quality of education in this area, but also across history in general. Schools that had support from subject-specialists – whether from school staff, a multi-academy trust or local authority, or through subject associations – often had higher-quality plans in place.

Background

These inspections were carried out under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for a no formal designation inspection of schools. The inspections were carried out to enable Her Majesty's Chief Inspector to better understand the quality of education in specific subjects provided by outstanding primary schools. Twenty-four history inspections were carried out between November 2019 and March 2020.

As these inspections only looked into one subject, inspectors were not expected to evaluate or infer the quality of education in the school. This is because the education inspection framework methodology requires a minimum of three subjects to be reviewed in order to draw out systemic features. This was not the purpose of these inspections.

Schools inspected

The full detail of the findings of each inspection are published on [Ofsted's](#) reports website.

Balksbury Infant School, Andover
Barnfield Primary School, Edgware
Callis Grange Nursery and Infant School, Broadstairs
Coit Primary School, Sheffield
Gillespie Primary School, London
Greenfield CofE VC Lower School, Greenfield
Hampton Hargate Primary School, Peterborough
Histon and Impington Junior School, Histon
Horndean Infant School, Horndean
Kempston Rural Primary School, Kempston
Mayflower Academy, Plymouth
Milford-on-Sea Church of England Primary School, Lymington
Rodmersham School, Sittingbourne
Seaton Primary School, Seaton
Shoreditch Park Primary School, London
St Aidan's Voluntary Controlled Primary School, London
St Clement Danes CofE Primary School, London
St Francis Church of England Primary School, Eastleigh
St John's Church of England Primary School, Maidstone
St Joseph's Catholic Primary and Nursery School, Burnham-on-Sea
St Joseph's Roman Catholic Primary School, London
St Thomas' Church of England Infant School, Newberry
Wigton Moor Primary School, Leeds
William Ford CofE Junior School, Dagenham

An example of a History subject specific inspection - report

Main findings

Since you organised a review of the curriculum in 2014, subjects have been delivered through topic-based projects across all year groups. The history curriculum is well planned and well thought through. Leaders have considered how best to sequence topics in the history curriculum so that pupils build up their knowledge and understanding by the end of key stage 1.

Pupils study a broad range of historical events. They begin by considering their own personal history in early years and move on to studying significant events such as the Great Fire of London and significant people from the past, such as Grace Darling and Charles Dickens. By the end of key stage 1, pupils understand the chronology of what they have studied and have a developing knowledge of historical concepts.

The history curriculum ensures that pupils develop a love of history and a keenness to know more about the past.

The history subject leader has organised a coherent history curriculum that prepares pupils well for key stage 2. Pupils are enthused by the strong subject knowledge of teachers and the way they explain subject content in age-appropriate ways. For example, in Year 2, pupils understand that King James I and Guy Fawkes had different religions. This helps pupils to understand the causes of Guy Fawkes' actions.

Pupils are excited about studying history. They remember trips that they have been on and outside learning experiences that form part of the curriculum. In Year 1, pupils study aspects of the Victorian era. They enjoy the Victorian 'living history' day where they experience a Victorian washday, Victorian school life and find out about the Victorian seaside. Pupils, and particularly pupils with special educational needs and/or disabilities (SEND), are well supported in lessons. When pupils fall behind in history, they are quickly brought up to speed by well-trained teaching assistants or timely intervention from their teachers.

Leaders are clear about the knowledge that pupils need to learn in each history topic. This ensures that teachers plan to support pupils in learning specific knowledge. Teachers are able to assess how well pupils have remembered knowledge by the end of each history topic. Pupils also make connections across topics. For example, pupils in Year 2 used the knowledge that they remembered from learning about the Victorians in Year 1 to further their understanding of some of Charles Dickens' stories.

Teachers ensure that they provide pupils with demanding work. There are a wide range of interesting activities that encourage pupils to explore past events and extend their understanding of historical concepts such as cause and effect. In the early years, children begin to learn about the past by thinking about their own past and that of their teachers. This helps children to develop their understanding of what has gone before and how it was different

to the present. Older pupils extend their thinking by producing extended narratives of the events they have learned about. Teachers help pupils to use timelines and storyboards to understand the sequence of events within a topic. Pupils' understanding of chronology is well developed by the end of Year 2 so that they know where and when the events they have learned about happened.

Evidence

During this visit I met with you, other senior leaders, the subject leader for history and a group of teachers to talk about the history curriculum. I visited lessons in the early years. I met with two groups of pupils to talk about their learning in history. I evaluated work in pupils' books. I scrutinised curriculum planning.