

PRIMARY SUBJECT LEADERS

History

Name: _____

School: _____

LA/Trust: _____

Date: _____



Hounslow
Education
Partnership

History:

History Subject Leaders (Sept 2021)

This workbook has been designed specifically to support the work of subject leaders in primary schools as they keep a record of both their actions and the outcomes of these actions.

This History Subject Leaders Workbook is the companion document to the History Subject Leaders Resource File.

There are subject leaders resource files & workbooks for the following subjects:

- Art & Design
- Computing
- English
- Design & Technology
- Geography
- History
- Mathematics
- MfL
- Music
- PE
- PSHE
- Science

The structure of each workbook follows the same format:

Part A: Subject leader audit questions	Page 3
Part B: Snapshot www/ebi* for History	Page 6
Part C: Statement of curriculum intent	Page 7
Part D: History & cultural capital	Page 8
Part E: Subject leaders response to Ofsted's June 2021, research report into History	Page 9
Part F: Annual monitoring calendar	Page 16
Part G: History self-evaluation report	Page 28
Part H: CPD log	Page 35
Part I: Subject leaders development plan	Page 37

(***www** – what went well; **ebi** – even better if)

Part A: Subject leader audit questions

TASK	NOTES	COMPLETED	DATE
Am I clear about the NC Aims for History?			
Have I checked out the subject association website to identify resources for: * Me, as the subject leader * Teachers/assistants			
Have I completed an audit of my own knowledge, skills & understanding against these aims?			
Have I identified sources to support me in my own subject knowledge?			
Have I written a Statement of Intent for History?			
In writing the Statement of Intent, did I refer to paragraph 179 of Deep Dive Resource 1?			
Re: Para: 179, do I have a written response for each of the five bullet points?			
Has this statement been approved by HT/SLT/all staff?			
Have I developed a monitoring calendar so that I am able to build up an accurate and up-to-date overview of the www/ebi in Teaching, Learning & Assessment (TLA) for History?			

History:

Have I clarified with my line manager what good or better TLA in History 'looks' like? (and hence what is not yet 'good' enough)			
Supplementary questions:			
How long have I been the subject leader for History, and what support (CPD) have I received either internally or externally?			
What resources do I use to support me as a subject leader?			
How have I designed the History curriculum?			
What am I trying to achieve through the History curriculum?			
What scheme of learning does the school follow (published or your own)?			
How is this subject taught, and why?			
How do children progress in this subject from one year to the next? (Remember that progress is knowing more, remembering more and being able to do more.)			
How do I ensure that pupils retain their subject knowledge?			
How do I ensure that pupils with SEND (as well as those entitled to Pupil Premium) benefit from the curriculum in this subject?			

History:

What would I expect an inspector to see when they visit History lessons and speak to the pupils?			
How do teachers clarify any misconceptions by pupils?			
What links are made between History and other subjects – can I give an example of where this works particularly well?			
Can I tell of any examples where I have supported other teachers/assistants in History and the impact that this has had on their teaching/pupils' learning?			

Part B: Snapshot www/ebi for History

THE KEY STRENGTHS IN:

Teaching, learning & assessment in History are:

The History curriculum are:

THE MAIN AREAS WE NEED TO DEVELOP IN:

Teaching, learning & assessment in History are:

The History curriculum are:

History:

Part C: Statement of curriculum intent

From the Ofsted Education Inspection Framework (EIF)

Intent

Para: 196.

In evaluating the school's educational intent, inspectors will primarily consider the curriculum leadership provided by school, subject and curriculum leaders.

Para: 197.

The judgement focuses on factors that both research and inspection evidence indicate contribute most strongly to an effective education and pupils achieve highly. These factors are listed below.

- The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.
- It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.
- The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.
- The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.

History: Statement of Intent (School name):

Write your Statement of Intent here:

History:

Part D: History & cultural capital

From the Ofsted Education Inspection Framework (EIF)

Cultural capital

Para: 203.

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 (cultural capital) 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.'

How History at (School x) contributes to the development of pupils' cultural capital:

History:

Part E: Subject leaders response to the Ofsted June 2021, research report into History

<https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history>

High-quality History education may have the following features:

Curriculum

Main findings	My commentary
Teachers have regular opportunities to discuss content selection and its purposes, in order to support decisions about content selection and emphasis in teaching.	
What do I need to do next	

Progression

Main findings	My commentary
Teaching and curriculum design reflect the relationship between substantive and disciplinary knowledge.	
Teaching develops pupils' historical knowledge and their historical analysis simultaneously.	
What do I need to do next	

Curriculum content

Main findings	My commentary

History:

Teachers and curriculum designers identify knowledge that is particularly important to secure for all pupils.	
Teaching develops the security of pupils' 'fingertip knowledge' of topics, in order to support historical analysis and argument.	
What do I need to do next	

Generative knowledge

Main findings	My commentary
Specific opportunities are planned for pupils to develop their knowledge of some particularly important substantive concepts.	
The curriculum ensures that pupils regularly encounter a wide range of important substantive concepts.	
Pupils have opportunities to read or hear appropriately challenging texts.	
What do I need to do next	

Chronological knowledge

Main findings	My commentary
Teaching and curriculum design secure pupils' chronological knowledge.	
There are opportunities for pupils to study aspects of the past in overview and in depth.	
Teaching helps pupils to develop coherent historical narratives and organising frameworks for their knowledge of the past.	

What do I need to do next	
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The importance of context and repetition when learning new concepts

Main findings	My commentary
Pupils are supported to learn new content by meaningful examples and understanding of the specific historical context that makes ideas and concepts more familiar.	
Pupils have repeated encounters with a wide range of important concepts in a number of different contexts.	
Teaching emphasises some content and concepts for direct and explicit teaching, but it also ensures wide-ranging opportunities for incidental learning.	
Teachers and curriculum designers recognise the crucial role of contextual and background information in learning new material.	
Pupils encounter rich stories and contextual details about the past, which make abstract ideas more meaningful.	
What do I need to do next	

Securing progression in disciplinary knowledge

Main findings	My commentary
Curriculum design and teaching are informed by knowledge of the rich traditions and complex methods and assumptions of academic history.	
Teaching identifies and addresses potential misconceptions about historical enquiry.	

History:

Teaching and curriculum design accurately represent the complexity of academic history and avoid simplistic or reductive approaches to disciplinary knowledge that might encourage misconceptions.	
The curriculum is designed to develop the depth and complexity of pupils' disciplinary understanding over time through meaningful examples.	
The curriculum introduces pupils to diverse interpretations, not only academic ones, but also popular and public forms of history, so that pupils understand fully the complex social processes that cause certain stories to be told about the past and others not to be told.	
Substantive and disciplinary learning are carefully integrated, strengthening each other rather than being taught in isolation.	
What do I need to do next	

Ensuring the breadth of the cumulative curriculum offer

Main findings	My commentary
The curriculum develops pupils' understanding of a range of historical time periods. This is not done by rushing through them in outline, but through careful interplay of depth and overview studies.	
Pupils study the past through a range of different timescales, including in overview and depth.	
Pupils learn about a wide range of places, societies and cultures in the past.	

History:

Pupils build a coherent and thorough knowledge of British history. Studies of each time period are informed and strengthened by multiple reference points in other time periods.	
Pupils learn about a range of fields of historical enquiry, for example social, political, economic and cultural history.	
Disciplinary learning is responsive to and consistent with significant shifts in historical scholarship.	
The curriculum and teaching reflect the complexity and diversity of the past and explore a range of different individual and group experiences.	
Curriculum designers avoid negative representations of groups by considering the cumulative representation of groups across the curriculum.	
Curriculum designers avoid unintentionally narrowing the curriculum based on any preconceived ideas of what certain groups of children might need.	
The curriculum prepares pupils for life in modern Britain by developing pupils' understanding of the role, contribution and importance of different groups of people.	
The curriculum supports pupils to contextualise their own experience and identity within the history of their local community, Britain and the world.	
What do I need to do next	

Curriculum design at different stages of education

Main findings

My commentary

History:

Curriculum design and teaching take careful account of pupils' existing knowledge.	
Pupils are given the opportunity to build the range, depth and security of their knowledge over time, so that they can increasingly make sense of complex material.	
Teachers and curriculum designers ensure that teaching for external examinations continues to develop the range, depth and complexity of pupils' substantive and disciplinary knowledge.	
Curriculum design and teaching ultimately enable pupils to construct their own historical accounts and arguments.	
Curriculum design and teaching identify and address pupils' misconceptions, including misconceptions about the discipline of history.	
Curriculum design and teaching take careful account of pupils' existing knowledge.	
What do I need to do next	

Effective teaching in history

Main findings	My commentary
Teaching draws attention to important content and terms, and frequently revisits these and builds in regular retrieval opportunities. This supports the secure retention that will unlock rapid later recognition of these terms.	
Exposition is clear and builds on pupils' prior knowledge.	
Teaching uses narrative, story and rich historical contexts to support learning of new material.	

History:

Curriculum design and teaching are adapted appropriately to the needs of pupils.	
Adaptations for pupils with SEND are carefully considered and take into account the importance of background information in learning.	
What do I need to do next	

Assessment in history

Main findings	My commentary
Formative assessments are designed to identify gaps in pupils' knowledge of specific content and concepts.	
Teachers draw valid inferences from formative assessment and can therefore meaningfully identify and address gaps in pupils' knowledge.	
Curriculum design and teaching are not distorted by 'teaching to the test' but rather focus on developing the range, depth and security of pupils' knowledge.	
A range of different assessment approaches are used together to assess pupils' knowledge.	
Mark schemes and feedback are topic-specific and recognise the interplay between different layers of knowledge in pupil outcomes.	
What do I need to do next	

Systems at subject/school level

Main findings	My commentary
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History:

Adequate curriculum time is given to history to enable teachers to deliver a broad history curriculum that develops secure knowledge for pupils.	
Senior leaders assure themselves of the quality and breadth of the history curriculum. They understand how pupils progress in history, which allows them to support and challenge decisions at a subject level.	
Leaders are aware of and mitigate against the potential downsides of whole-school policies and their impact on the ability of teachers and departments to deliver a high-quality history education.	
Teachers and curriculum designers have secure and wide-ranging knowledge of the past, of academic history and of how to teach history to pupils. This is likely to be supported by high-quality, subject-specific professional development.	
What do I need to do next	

Part F: Annual monitoring calendar

- 1) Exemplar calendar
- 2) Your version
- 3) Checklist: groups
- 4) Annual overview
- 5) Evidence collected against NC Aims

Exemplar calendar

Month	Learning Observation	Pupil Voice * suggest doing this at the same time as 'pupil work'	Pupil Work	Any Other Activity
September	xxx	week 3/4: talk to pupils about experiences in subject last year	if new to post, search out pupils' work from previous year to get an overview of learning against the subject's NC Aims	meet with teachers to clarify 'understanding' of NC Aims/expectations for end of topic 'goals'
October	learning walk in EY/KS1/L & U KS2 (eg – visits to YN, Y2, 4 & 6)	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with them	always feedback the www/ebi from any monitoring/review activities
November	learning observations in EY/KS1/L & U KS2 (eg – a selection of YR, 1, 3 & 5)	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with them	always feedback the www/ebi from any monitoring/review activities
December	xxx			Gather feedback from teachers from term 1 (re: www/ebi) Prepare termly update of www/ebis (for feeding back to HT/SLT – and possibly linked Governing Body (GB) representative)
January	xxx	talk to pupils about experiences in subject last term		meet with teachers to clarify 'understanding' of NC Aims/expectations for end of topic 'goals'

History:

February	learning walk in EY/KS1/L & U KS2 (eg – visits to YR, Y1, 3 & 5) (<i>check whether the www/ebis from term 1 are the same/improving ...</i>)	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with them	
March	learning observations in EY/KS1/L & U KS2 (eg – a selection of YN, 2, 4 & 6) (<i>check whether the www/ebis from term 1 are the same/improving ...</i>)	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with them	
April				Gather feedback from teachers from term 2 (re: www/ebi) Prepare termly update of www/ebis
May	follow-up learning observations/walks to assess whether the wwvs are still wwvs and whether any ebis have moved in the direction of a www	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with them	
June	follow-up learning observations/walks to assess whether the wwvs are still wwvs and whether any ebis have moved in the direction of a www	talk to pupils* in those classes you've visited	* always try to talk to pupils with 'samples' of their learning with them	Gather feedback from teachers from terms 1-3 (re: www/ebi)
July				Gather feedback from teachers from terms 1-3 (re: www/ebi) Complete subject self-evaluation report/action plan for the next academic year (<i>share with HT/SLT – and possibly also linked GB representative</i>)

History:

Your version

Month	Learning Observation	Pupil Voice * suggest doing this at the same time as 'pupil work'	Pupil Work	Any Other Activity
September				
October				
November				
December				

History:

January				
February				
March				

History:

April				
May				
June				
July				

History:

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History:

Checklist: Have I included as many as possible of the following 'groups' of pupils?

Group	When	Who
EYFS		
KS1		
KS2 (Lower)		
KS2 (Upper)		
Lower/Middle/Upper Ability pupils		
Disadvantaged/Non-disadvantaged pupils		
Pupils with SEND		
EAL pupils		
(What other 'groups' do you need to focus on?)		

History:

Annual overview

Month	Learning Observation	Pupil Voice	Pupil Work	Any Other Activity
September				
October				
November				
December				
January				
February				
March				
April				
May				
June				
July				

Evidence collected against NC Aims

NC Aims	Pupils know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world	Pupils know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind	Pupils gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’	Pupils understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	Pupils understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	Pupils gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales
Yr N www						
Yr N ebi						
Yr R www						
Yr R ebi						
Yr 1 www						
Yr 1 ebi						
Yr 2 www						

History:

Yr 2 ebi						
Yr 3 www						
Yr 3 ebi						
Yr 4 www						
Yr 4 ebi						
Yr 5 www						
Yr 5 ebi						
Yr 6 www						
Yr 6 ebi						

History:

Monitoring Calendar B (Summary)

Yr N						
Yr R						
Yr 1						
Yr 2						
Yr 3						
Yr 4						
Yr 5						
Yr 6						

Overall Summary

NC Aims	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6
	Pupils know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world	Pupils know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind	Pupils gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'	Pupils understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	Pupils understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	Pupils gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales
www						
ebi						

Part G: History self-evaluation report

This is the author's initial interpretation of a best-fit between the previous subject criteria and the current (2021) Quality of Education (QoE) criteria. (See Subject Leaders Resource File for this information).

INTENT		
NEW HANDBOOK	EVIDENCE	OLD SUBJECT CRITERIA
Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]		Aims are based on a clear rationale for history and its place in the education of pupils. Pupils benefit from well-designed opportunities to develop their historical knowledge and understanding, including their chronological understanding, through learning about important aspects of local, national and world events and the histories of cultures other than their own.
The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]		Opportunities to study different themes and issues across time are combined well with in-depth studies to ensure that pupils develop a deepening understanding of the past. The curriculum is innovative in some respects and the rationale which underpins it successfully secures the interest and enthusiasm of all groups of pupils. The curriculum ensures that pupils understand key historical concepts and can articulate the place history has in their lives, in society and in the modern world. Links with other subjects in the school strengthen pupils' achievement in history.

History:

		<p>Good links with other agencies and the wider community provide extensive and varied enrichment activities that have a marked impact on developing pupils' enjoyment and achievement.</p> <p>Opportunities to promote pupils' SMSC development are planned and delivered systematically.</p>
<p>The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</p>		

IMPLEMENTATION		
NEW HANDBOOK	EVIDENCE	OLD SUBJECT CRITERIA
<p>Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.</p>		<p>Teachers' practice is informed by up-to-date knowledge of continuing developments in the teaching and learning of history.</p>
<p>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.</p>		<p>Learning is based on enquiry and most lessons promote rigorous historical thinking and the acquisition of historical knowledge and understanding, including chronological understanding.</p> <p>Lessons are well-planned and sometimes exciting and innovative. This is because teaching ensures that pupils understand how and why interpretations and representations change over time, why history matters and why the particular topics they are taught are worth knowing about.</p>
<p>Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</p>		<p>Lessons are well-planned and sometimes exciting and innovative. This is because teaching ensures that pupils understand how and why interpretations and representations change over time, why history matters and why the particular topics they are taught are worth knowing about.</p>

History:

Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.		
Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.		
The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.		
Reading is prioritised to allow pupils to access the full curriculum offer.		
A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.		

History:

<p>The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</p>		
<p>Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.</p>		<p>The subject makes a good contribution to whole-school priorities, including literacy and numeracy policies.</p>

IMPACT		
NEW HANDBOOK	EVIDENCE	OLD SUBJECT CRITERIA
<p>Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.</p>		<p>Pupils have good knowledge and understanding of people, events, and contexts from a range of historical periods, of historical chronology, and of historical concepts and processes.</p> <p>Pupils are able to think critically about history and communicate ideas confidently in styles appropriate to a range of audiences. Pupils are able to think, reflect, debate, discuss and evaluate the past, formulating and refining their own questions and lines of enquiry.</p>
<p>Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.</p>		<p>Pupils are able to think, reflect, debate, discuss and evaluate the past, formulating and refining their own questions and lines of enquiry.</p>
<p>Pupils' work across the curriculum is of good quality.</p>		<p>Pupils enjoy history, and the large majority engage enthusiastically in their learning, developing a sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.</p> <p>Pupils embrace challenging activities, including opportunities to undertake good-quality research across a growing range of history topics.</p>

History:

Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

The subject makes a good contribution to whole-school priorities, including literacy and numeracy policies.

History:

Part H: CPD Log

- 1) CPD I have attended
- 2) CPD I have delivered

CPD I have attended

Date	Title	Provider	Actions

History:

CPD I have delivered

Date	Title	Who to	Impact/feedback

History:

Part I: Subject leader development plan

Subject: _____

Subject Leader: _____

Academic year: _____

Date	Target	Record of actions taken	Impact/evaluation	Target achieved (& date)
Autumn Term				
Spring Term				
Summer Term				
End of year summary				