

Subject Self Evaluation Form

Subject: History

School Context

- The socio-economic circumstances of the pupils are better than the average nationally although lower than the other schools in our local cluster.
- The proportion of pupils eligible for a free school meal is slightly below average (although in Year 6 last year we had 30 per cent of children eligible for PPG which is above national average). In addition, many families are on low incomes.
- The majority of parents are supportive but a significant minority have low aspirations and this has an impact on their support for their children's academic progress and on the extent to which they become involved in their children's learning. As a result of this, some of the pupil premium supports these families financially through clubs and educational visits.
- We have identified that 25% of our pupils have home lives that may negatively affect their school life and sometimes their ability to thrive (adverse childhood experiences). Significant work is completed to support these children through learning mentors and our school listening service as well as more recently employing a family engagement champion, who works with our most vulnerable children on improving attendance.
- A significant minority of our families live in the flats surrounding schools in overcrowded accommodation without access to a garden. We regularly support these families with food and clothes bank referrals as well as working with the local council to provide furniture or apply for more suitable housing.
- Unfortunately, we have had a high number of parents within our school community who have died or have been diagnosed with a life limiting condition. Within the last three years, we have had eleven children who have had a parent who has died. We have received support from charities like Winston's wish and our school educational psychologist.
- The largest ethnic groups are White British (75.98%) and any other white background (16%). Mixed White & Asian (1.44%), Mixed White & Black Caribbean (1.15%). Mixed White & Black African (0.92%), Mixed any other mixed background (2.07%). The percentage of children who are not white British has increased by 6.2% since last year. This school has 12 out of 17 possible ethnic groups. The average number of groups for this phase of education is identified as 9 so we like to celebrate our cultural diversity.
- We are an inclusive school. In 2018, the school was in the top 20% of all schools for the proportion of SEN with EHC/statement (3.2%).
- Staff retention is very high. This means the shared vision and ethos is well-developed as staff have built this vision with staff team. Monitoring, evaluation and review has happened in a cycle where each subject has a deep dive on a rolling programme which has happened for the past 12 years so experienced subject leaders know their subject's strengths and areas for development well.
- School is part of a number of excellent partnerships including being a founder member of SAT so we benefit from excellent links to secondary education which has supported the development of our curriculum e.g. internship programme.

Baseline

**Understanding the World
People and Communities**

60% EXS+ 3% GDS

Listening 72% EXS+ Listening 29% GDS

Speaking 67% EXS+ Speaking 17% GDS

Understanding 74% EXS+ Understanding 25% GDS

School vision

School Values

Our curriculum cannot be separated from our school's core values: be kind, be confident, be curious, be positive, be respectful and be resilient. These permeate all aspects of school life and underpin our school curriculum. Although these are directly taught within our curriculum they are also 'lived' throughout our school and effectively create the culture that allows our curriculum to be successful.

Curriculum Aims

Alongside our school values we have a set of aims for our school curriculum. These are the key threads that underpin and link our children's curriculum experiences together. We want children to: question; challenge themselves and each other; investigate the world around them; experience the world first hand; communicate effectively; and seek to develop their understanding of themselves, each other and the world around them. These aims were developed by and for the school community; parents, teachers, staff and governors collaborated to create our INSPIRE curriculum aims.



Intent

A high-quality history education will help pupils gain a coherent knowledge and understanding of both Britain's past and the past of the wider world. Our teaching should inspire children to want to know more about the past. Our intention is to help children to think and to analyse evidence as historians, exploring a wide range of rich information to draw their own conclusions. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments

and develop perspective and judgement. Subject outcomes are designed progressively over the key stages.

Our intent is to provide our pupils with a coherent historical narrative of the British Isles from pre-history to the second world war, looking at ancient civilisations in the wider world on the way and exploring how they have influenced the development of the UK. History is rich with exciting stories and different realities. As a subject, it provides perfect opportunities for writing and creating fiction. As a consequence, history is hard-wired into our teaching of reading and writing.

The journey from stone age to modern Britain is the most exciting story imaginable. We want our children to feel excited and enthused about history, eager to find out more and to continue their conversations outside of school.

Implementation

History long term plan

- Each year group will teach the areas of History identified in the school's long term plan to ensure coverage of statutory knowledge and skills.
- The school's History progression of skills will be used to identify the learning objectives for each year group, in line with the school's raised expectations.

Cross-curricular learning and real world contexts.

- Wherever possible, a cross-curricular approach will be taken to the teaching of History. Lessons will often be linked to children's learning in English.

Topic launch and land

- Each half term topic will begin with a cross-curricular launch event to engage and motivate the children. This will also act as 'knowledge harvest' allowing teachers to assess children's existing knowledge and skills in order to adapt planning and ensure appropriate levels of challenge for all children.
- Each half term will end with a land event which celebrates children's learning and progress. This will involve the children communicating their learning in some way, for example exhibitions or assemblies.

Visits, visitors and historical sources

- We give children the opportunity to visit sites of historical significance.
- We encourage visitors to come into the school and talk about their experiences of events in the past.
- We invite experts to deliver whole-day experience events for our children.
- We place an emphasis on examining historical artefacts and primary sources.

Challenge and Support for all Learners

- We understand that every learner develops differently and adapt our provision continuously to ensure every child receives the correct balance of support and challenge in order to achieve their very best. We recognise this fact and provide suitable learning opportunities for all children (including those who may be gifted and talented or have additional needs) by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Assessment

- We use MAPP (Mapping attainment and progress for pupils) to assess children's progress against the expectations of our INSPIRE curriculum. We assess children

against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children.

Impact

History	Y1	Y2	Y3	Y4	Y5	Y6	Updated July 2023	KS1 Average	KS2 Average
Total	59	60	60	60	61	77	Total	60	65
Foundation%							Foundation%		
Working Towards%	5	5	18	5	2	13	Working Towards%	5	9
Expected + %	95	95	82	95	98	87	Expected + %	95	91
Higher Standard%	15	30	38	28	46	40	Higher Standard%	23	38

<u>Disadvantaged</u>	-	-	-	-	-		<u>Disadvantaged</u>	-	
Total	5	8	9	6	9	5	Total	7	7
Foundation%							Foundation%		
Working Towards%	20	38	44	33		40	Working Towards%	29	29
Expected + %	80	63	56	67	100	60	Expected + %	71	71
Higher Standard%		13			22	20	Higher Standard%	6	11

<u>Not Disadvantaged</u>	-	-	-	-	-		<u>Not Disadvantaged</u>	-	
Total	54	52	51	54	52	72	Total	53	57
Foundation%							Foundation%		
Working Towards%	4		14	2	2	11	Working Towards%	2	7
Expected + %	96	100	86	98	98	89	Expected + %	98	93
Higher Standard%	17	33	45	31	50	42	Higher Standard%	25	42

<u>SEN</u>	-	-	-	-	-		<u>SEN</u>	-	
Total	4	4	5	7	9	5	Total	4	7
Foundation%							Foundation%		
Working Towards%	50	50	80	14	11	20	Working Towards%	50	31
Expected + %	50	50	20	86	89	80	Expected + %	50	69
Higher Standard%					11	20	Higher Standard%		8

<u>Not SEN</u>	-	-	-	-	-		<u>Not SEN</u>	-	
Total	55	56	55	53	52	72	Total	56	58
Foundation%							Foundation%		
Working Towards%	2	2	13	4		13	Working Towards%	2	7
Expected + %	98	98	87	96	100	88	Expected + %	98	93
Higher Standard%	16	32	42	32	52	42	Higher Standard%	24	42

<u>EAL</u>	-	-	-	-	-		<u>EAL</u>	-	
Total	8	11	7	10	10	15	Total	10	11
Foundation%							Foundation%		
Working Towards%		9	14			20	Working Towards%	5	9
Expected + %	100	91	86	100	100	80	Expected + %	95	91

Higher Standard%	50	36	43	20	60	27	Higher Standard%	43	37
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Not EAL	-	-	-	-	-	-	Not EAL	-	-
Total	51	49	53	50	51	62	Total	50	54
Foundation%							Foundation%		
Working Towards%	6	4	19	6	2	11	Working Towards%	5	10
Expected + %	94	96	81	94	98	89	Expected + %	95	90
Higher Standard%	10	29	38	30	43	44	Higher Standard%	19	39

Boys	-	-	-	-	-	-	Boys	-	-
Total	29	32	20	29	28	39	Total	31	29
Foundation%							Foundation%		
Working Towards%	10	6	15	7	4	15	Working Towards%	8	10
Expected + %	90	94	85	93	96	85	Expected + %	92	90
Higher Standard%	14	34	35	34	39	41	Higher Standard%	24	37

Girls	-	-	-	-	-	-	Girls	-	-
Total	30	28	40	31	33	38	Total	29	36
Foundation%							Foundation%		
Working Towards%		4	20	3		11	Working Towards%	2	8
Expected + %	100	96	80	97	100	89	Expected + %	98	92
Higher Standard%	17	25	40	23	52	39	Higher Standard%	21	38

Other commentary

Years 2, 4, 5 and 6 have the highest percentage of children working at the expected level (all above 95 per cent).

Years 2 and 5 have the highest percentage of children reaching the higher standard (Year 3 - 47 per cent and Year 5 - 49 per cent).

In Year 5, 100 per cent of disadvantaged children are working at the expected level.

Year 1 has the highest percentage of children working at below the expected standard – 13 per cent.

Years 2 and 3 have 9 per cent and 12 per cent respectively of disadvantaged children working below the expected standard.

In all Year groups, above 75 percent of EAL children are working at the expected standard.

In Year 4 and 6, 100 per cent of EAL children are working at the expected standard.

Significant developments in the subject

Over the last few years we have explored the merits of an enquiry led approach to history teaching and learning – focusing on answering questions and developing the skills needed to be an effective historian. This allows us to focus on specific areas of history (for instance: 'Trojan Horse, myth, legend or fact?') rather than a scatter-gun approach to an entire period of history. The children learn to interpret evidence and form judgements based on evidence. The enquiry led approach allows us to increase the challenge as children move from year group to year group by focusing on history skills outcomes. The enquiry led approach is now embedded across the year groups and we are beginning the process of honing and improving our enquiries.

The Pupil Book Study enabled us to see exactly what knowledge the children had retained since the teaching of certain areas of the curriculum and allowed us see more areas for improvement.

Strengths

- The enquiry-based approach has now been well-established across both key stages, and the progression and development of the skills needed to be a historian can clearly be seen to develop across the year groups.
- History learning is generally mirrored in English and (less often) in other subjects such as maths & D.T. This promotes a broader learning and experience for the children. A good example would be Victorians in year 5 and Toys in year 1.
- Our curriculum is carefully designed to match the requirements of the 2014 curriculum. The key themes are planned so that they are revisited within a year and every year. The history is taught in a chronological order in Key Stage Two to build children's understanding of chronology.
- A wide range of educational experiences including trips, visits and events relate to and enrich learning and Tier 3 vocabulary acquisition in History. These often act as a launch or land to a History topic.
- Superb cross curricular learning evident in books.
- The EYFS milestones have also been incorporated into the subject progression documents.

Areas for development

- We will continue to develop our historical enquiries to promote both the substantive and disciplinary knowledge necessary to be an effective young historian.
- To continue to build more diversity into the history curriculum by developing a strand for each year group focusing on the important roles black figures have had throughout history.
- To work with SLE link at the local feeder school to further develop our history progression.
- To embed the vocabulary spine into the INSPIRE curriculum to further develop the children's knowledge.
- To continue to embed what was found from the Pupil Book Study in November.
- To incorporate knowledge strips / knowledge organisers to support history learning across KS1 and KS2.

Monitoring and evaluation systems

At Katherine Semar we believe that the most effective way to monitor the impact of our history policy is to utilise and triangulate a broad range of moderating activities, involve our stakeholders, and apply these regularly, consistently and robustly. Through our annual Monitoring, Evaluation and Review cycle, we employ the following monitoring activities in history:

- **Lesson Observations and Learning Walks**
Senior Leaders and Subject Co-ordinators regularly undertake planned and unplanned lesson observations and learning walks. These have a clear focus and feedback and findings are used to inform individual and whole-school Continuing Professional Development (CPD), School Development Planning and future monitoring activities.
- **MAPP (Mapping attainment and progress for pupils)**
We use MAPP to assess children's progress against the expectations of our INSPIRE curriculum. We assess children against both the requirements and standards of the National Curriculum as well as our school's own raised expectations for all children. This is analysed annually and used to inform our school development plan.
- **Work Scrutinies**

- Work scrutinies are carried out by subject coordinators, Senior Leadership Team and whole staff.

- **Governor Visits**

- As part of the Governors' Monitoring, Evaluation and Review cycle, lead governors in each subject, make regular visits to school to monitor progress towards the school development plan.
- Monitoring activities include a range of teaching and learning observations, discussions with subject co-ordinators, and meetings with pupils, visits to subject specific celebration assemblies, work scrutinies and subject leader reports.

- **Pupil interviews**

- Senior staff, subject co-ordinators and governors take regular opportunities to listen to the views of pupils in relation to their experience of history at our school and their feedback actively informs subject development through our curriculum action plan.

SMSC

Spiritual

- Appreciating and valuing their own identity – their links with the past and the impact of past events on their own present existence.
- Experiencing a sense of wonder by contact with the past (visits, artefacts).
- Valuing past human achievement and spirituality.
- becoming aware of the concept of time-past, present, future and our part in it
- Raising and addressing questions arising from war/suffering about human nature (WW2, Victorians).

Moral

- Evaluating the qualities, skills and attitudes of famous people from the past.
- Considering moral issues from past societies e.g. child labour in Victorian times.
- Looking at what we mean by truth in history – studying primary sources.
- Developing awareness of local, national and world issues.
- Encounter with ideas and encouragement to think through a moral stance on issues e.g. war and peace.

Social

- Developing empathy through learning to see things from other perspectives e.g. Roman vs Celts.
- Learning how past societies were organised and functioned e.g. Egyptians, Victorians, Stone Age.
- Reflect on the spiritual, religious and moral issues which are implicit or explicit in topics e.g. influence of religious beliefs on every day.
- Learning about social issues in past societies.

Cultural

- Learning how other civilisations (e.g. Greeks, Romans) have contributed to their own culture.
- Looking at how cultures change.
- Exploring the cultural values that under pinned past societies.
- Appreciating the arts; from the past and links to the present.
- Stories of religious leaders and their influences on cultures.
- Appreciating that different ages in history have diverse views of beauty and worth.

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Training
<p>4.3.20 – Vocabulary</p> <p>14.2.20 – Subject Leadership</p> <p>28.1.20 – SMSC</p> <p>21.1.20 – Ofsted Experience</p> <p>14.1.20 – Subject Leadership</p> <p>3.12.19 – Foundation subjects – Attainment/Subject Leader Update</p> <p>17.10.19 – Vocabulary</p> <p>17.9.19 – Subject Leader Plans/Vocabulary</p> <p>23.4.19 – INSPIRE work scrutiny</p> <p>28.3.19 – SIP Review Day</p> <p>8.1.19 – Curriculum Team Meeting</p> <p>4.6.18 - staff meeting enquiry-led approach</p> <p>19.10.18 – Assessment for Learning</p> <p>9.10.18 – Curriculum Leader Teams</p> <p>12.6.18 – Subject Leadership Review/MME</p> <p>6.6.18 – Valuing Vocabulary</p> <p>4.6.18 – A day training from external expert – enquiry-led approach to history and geography.</p> <p>15.5.18 – Monitoring Subjects</p> <p>24.4.18 – Cross curricular writing</p> <p>14.11.17 – Writing across the curriculum</p> <p>12.9.17 – Vision afternoon (SDP)</p> <p>5.9.17 – Curriculum Bids</p> <p>14.11.18 – Writing Across The Curriculum</p> <p>20.22.18 – Espresso</p> <p>24.4.18 – Cross-Curricular Writing</p> <p>2.5.18 – Raising Attainment for Disadvantaged Children</p> <p>15.5.18 – Monitoring Subjects</p> <p>6.6.18 – Valuing Vocabulary</p> <p>4.9.18 – Wellbeing</p> <p>9.10.18 – Curriculum Leader Teams</p> <p>26.3.19 – SEMH Training</p> <p>28.3.19 – SIP Review Day</p> <p>23.4.19 – INSPIRE Work Scrutiny</p> <p>17.9.19 – Subject Leader Plans / Vocabulary</p> <p>3.12.19 – Subject Leader Updates</p> <p>21.1.19 – Ofsted Experience</p> <p>14.2.20 – Subject Leadership</p> <p>4.3.20 – Vocabulary</p> <p>1.7.21 – Book Scrutiny</p> <p>7-9.7.21 – CTSN Conference</p>

Enrichment
<p>Trips</p> <p>EYFS – Castles and Kingdoms</p> <p>Year 1 – Museum of Childhood London, Saffron Walden Museum workshop, Firefighter visit.</p> <p>Year 2 – SW Church, museum, library</p> <p>Rose & Crown fire</p>

Year 3 – Stone age artefacts, Roman experience day, Colchester Castle, West Stow.

Year 4 – Fitzwilliam museum (Egypt)

Year 5 – Greek experience day, Sibbington – Victorian day

Year 6 – Eden Camp (WWII)

Superb links to English – see English planning and books.