



# Subject Self Evaluation Form

## Subject: History

### School Context

Katherine Semar Infant and Junior Schools serve an established and settled residential area in Saffron Walden. 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 many families are on low incomes and need support through regular food banks and uniform referrals. 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 20% 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, damp accommodation without access to a garden.

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 five 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. Currently we have two children who are supporting a parent cope with multiple sclerosis and we have ten children in last two years whose parent has been diagnosed with cancer. In the infant school, we also have a child whose father is receiving specialist care and hoping that may prolong his life for six months. We have used our school play therapist to support these children and we have two trained learning mentors who have received additional training on grief and bereavement. We have looked at our PSHE curriculum and worked on the zones of regulation as well as work on grief and bereavement to support the children in our school. We have re-designed our curriculum and changed the books in Year Three as we felt 'The Wild Way home' was triggering for the two children whose Mothers have recently died. In Year Two, three of the children can be dysregulated for sustained periods of time and we are continually looking for the best ways to support them with their grief.

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. 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.

The school currently holds:  
The Healthy Schools' Enhanced Award  
Sports Mark – Platinum Award  
Music Mark  
Philosophy for children Silver Award

Katherine Semar Infant and Junior Schools are not faith schools but our ethos is broadly Christian. We have close links with St Mary's Church, which is the nearest Anglican Church, as well as the community church and the Baptist church regularly having assemblies from the Saffron Walden assemblies team. Inclusion is a school priority and we welcome and value diversity. We are particularly keen to build on the supportive relationships we have forged with many partners involved with the school. The school focuses on promoting high academic achievement, providing plentiful opportunities for sport and exercise, creative arts and personal development. Promoting good health is a school priority.

Saffron Walden and the local surrounding area does not have any specialist provision locally and consequently we have a number of children with severe and complex needs who are seeking specialist provision. The LA have placed them in our school whilst looking for a specialist setting. In response to this the Trust are looking at providing specialist provision but this is in an early stage of planning.

The infant and junior schools work extremely closely to further enhance the continuity for children and cohesive community provision. The infant and junior school operate as one school, which has been developing since 2011 when Julie Puxley became the headteacher. This has been further enhanced by Julie Puxley becoming executive headteacher in 2017 of the Junior school and infant school as well as the rest of Senior Leadership Team working across both schools. The children have a smooth transition from Year 2 to Year 3 and beyond. There is now a single governing body, policies, procedures and governor training is aligned. We continue to have a joint website and joint weekly newsletter for parents. We have shared co-ordinator posts, enriching subject leadership. Planned, shared staff meetings and training are of a high quality and create continuous professional development for staff. There is a deeper understanding of the progression of learning between key stages and shared assessment methods. The SLT work together daily to enhance provision in classrooms, using staff specialisms. Due to high staff retention the shared vision and ethos is well-developed as staff have built this vision with key stakeholders over a number of years.

### 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
	<b>Total</b>	59	60	60	60	61		77	<b>Total</b>
<b>Foundation%</b>							<b>Foundation%</b>		
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>	-	-
<b>Total</b>	5	8	9	6	9	5	<b>Total</b>	7	7
<b>Foundation%</b>							<b>Foundation%</b>		
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>	-	-
<b>Total</b>	54	52	51	54	52	72	<b>Total</b>	53	57
<b>Foundation%</b>							<b>Foundation%</b>		
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>	-	-
<b>Total</b>	4	4	5	7	9	5	<b>Total</b>	4	7
<b>Foundation%</b>							<b>Foundation%</b>		
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>	-	-
<b>Total</b>	55	56	55	53	52	72	<b>Total</b>	56	58
<b>Foundation%</b>							<b>Foundation%</b>		
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>	-	-
<b>Total</b>	8	11	7	10	10	15	<b>Total</b>	10	11
<b>Foundation%</b>							<b>Foundation%</b>		
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

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

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

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

## Training

See Training Folder.

## Enrichment

### Trips

**EYFS** – Castles and Kingdoms

**Year 1** – Museum of Childhood London, Saffron Walden Museum workshop, Firefighter visit.

**Year 2** – SW Church, museum, library

Rose & Crown fire

**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.