

**History Subject Leaders**

**Work Book**



**Name: ……………………………………………………….**

**School: ……………………………………………………….**

**LA / Trust: ……………………………………………………….**

**Date: ……………………………………………………….**



**History Subject Leaders Work Book**

This, and subsequent resource work books, have 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 Work Book is the companion document to the History Subject Leaders Resource File.

*(There are subject leaders resource files & work books for the following subjects: Art & Design; Computing; English; Design & Technology; Geography; History; Mathematics; MfL; Music; PE; PSHE and Science.)*

The structure of each work-book follows the same format:

***Part A: subject leader audit questions Pages 3-4***

***Part B: snapshot www/ebi for History Page 5***

***Part C: Statement of curriculum intent Page 6***

***Part D: History & cultural capital Page 7***

***Part E: Subject leaders response to Ofsted’s July 2021, research report into History Pages 8-15***

***Part F: Annual monitoring calendar Pages 16-25***

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***Part A: subject leader audit questions***

|  |  |  |  |
| --- | --- | --- | --- |
| **Task** | **Notes** | **Completed** | **Date** |
| Am I clear about the N.C. 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 K, S & U 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 D-D Resource 1? |  |  |  |
| Re: Para: 179, do I have a written response for each of the 5 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 T, L & A for History? |  |  |  |
| Have I clarified with my line manager what good / better T, L & A 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 you ensure that pupils retain their subject knowledge? |  |  |  |
| How do you ensure that pupils with SEND (as well as those entitled to Pupil Premium) benefit from the curriculum in this subject? |  |  |  |
| What would you 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 does – can you give an example of where this works particularly well? |  |  |  |
| Can you tell of any examples where you have supported other teachers / assistants in subject X 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:*** |



***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):***



***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 pupil’s cultural capital**



***Part E: Subject leaders response to the Ofsted July 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** |
| *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*** |  |

## 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. |  |
| 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.* |  |
| *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 pre-conceived 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** |
| *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.* |  |
| ***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.* |  |
| *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** |
| *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**

**i) Exemplar calendar**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Month** | **Learning Observation** | **Pupil Voice \* suggest doing this as the same time as ‘pupil work’** | **Pupil work** | **ANO** |
| **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 subjects 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 (e.g. 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 e.g. a selection of YR, 1, 3 & 5) | ditto above | ditto above | ditto above |
| **December** | xxx |  |  | Gather feedback from Teachers from Term 1 (re: www/ebi)  Prepare termly update of www/ebi’s *(for feeding back to HT/SLT (and possibly linked 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’ |
| **February** | learning walk in EY / KS1 / L & U KS2 (e.g. visits to YR, Y1, 3 & 5) (*check whether the www/ebi from term 1 are the same / improving..)* | 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 e.g. a selection of YN, 2, 4 & 6) (*check whether the www/ebi from term 1 are the same / improving..)* | 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/ebi’s |
| **May** | follow-up learning observations / walks to assess whether the www’s are still www’s and whether any ebi’s 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 www’s are still www’s and whether any ebi’s 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  *(share with HT/SLT (and possibly also linked GB representative)* |



**ii) Your version**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Month** | **Learning Observation** | **Pupil Voice \* suggest doing this as the same time as ‘pupil work’** | **Pupil work** | **ANO** |
| **September** |  |  |  |  |
| **October** |  |  |  |  |
| **November** |  |  |  |  |
| **December** |  |  |  |  |
| **January** |  |  |  |  |
| **February** |  |  |  |  |
| **March** |  |  |  |  |
| **April** |  |  |  |  |
| **May** |  |  |  |  |
| **June** |  |  |  |  |
| **July** |  |  |  |  |

**iii) Checklist:** Have I included as many as possible of the following ‘groups’ of pupils?

|  |  |  |
| --- | --- | --- |
| **Group** | **When** | **Who** |
| EYFS |  |  |
| KS1 |  |  |
| KS2 (lower) |  |  |
| KS2 (Upper) |  |  |
| LAP / MAP / HAP |  |  |
| DA / non DA |  |  |
| Pupils with SEND |  |  |
| EAL pupils |  |  |
| *(what other ‘groups’ do you need to focus on?)* |  |  |

**iv) Annual overview**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Month** | **Learning Observation** | **Pupil Voice** | **Pupil work** | **ANO** |
| **September** |  |  |  |  |
| **October** |  |  |  |  |
| **November** |  |  |  |  |
| **December** |  |  |  |  |
| **January** |  |  |  |  |
| **February** |  |  |  |  |
| **March** |  |  |  |  |
| **April** |  |  |  |  |
| **May** |  |  |  |  |
| **June** |  |  |  |  |
| **July** |  |  |  |  |

1. **Evidence collected against 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.** |
| **YN**  **www** |  |  |  |  |  |  |
| **YN ebi** |  |  |  |  |  |  |
| **YR www** |  |  |  |  |  |  |
| **YR ebi** |  |  |  |  |  |  |
| **Y1 www** |  |  |  |  |  |  |
| **Y1 ebi** |  |  |  |  |  |  |
| **Y2 www** |  |  |  |  |  |  |
| **Y2 ebi** |  |  |  |  |  |  |
| **Y3 www** |  |  |  |  |  |  |
| **Y3 ebi** |  |  |  |  |  |  |
| **Y4 www** |  |  |  |  |  |  |
| **Y4 ebi** |  |  |  |  |  |  |
| **Y5 www** |  |  |  |  |  |  |
| **Y5 ebi** |  |  |  |  |  |  |
| **Y6 www** |  |  |  |  |  |  |
| **Y6 ebi** |  |  |  |  |  |  |

**Monitoring Calendar B (Summary)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **YN** |  |  |  |  |  |  |
| **YR** |  |  |  |  |  |  |
| **Y1** |  |  |  |  |  |  |
| **Y2** |  |  |  |  |  |  |
| **Y3** |  |  |  |  |  |  |
| **Y4** |  |  |  |  |  |  |
| **Y5** |  |  |  |  |  |  |
| **Y6** |  |  |  |  |  |  |

**Overall Summary**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Aim 1** | **Aim 2** | **Aim 3** | **Aim 4** | **Aim 5** | **Aim 6** |
| **www** |  |  |  |  |  |  |
| **ebi** |  |  |  |  |  |  |



***Part G: Geography Self-Evaluation report***

*This is the authors initial interpretation of a best-fit between the previous subject criteria and the current (2021) QoE (2021) 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. 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. Opportunities to promote pupils’ SMSC development are planned and delivered systematically. |
| 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.] |  |  |

|  |  |  |
| --- | --- | --- |
| ***IMPLEMENTATION*** |  |  |
| **NEW HANDBOOK** | **EVIDENCE** | **OLD SUBJECT CRITERIA** |
| 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. |  | Teachers’ practice is informed by up-to-date knowledge of continuing developments in the teaching and learning of history. |
| 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. |  | Learning is based on enquiry and most lessons promote rigorous historical thinking and the acquisition of historical knowledge and understanding, including chronological understanding.  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. |
| 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. |  | 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. |
| 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. |  |  |
| 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. |  |  |
| Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. |  | The subject makes a good contribution to whole- school priorities, including literacy and numeracy policies. |

|  |  |  |
| --- | --- | --- |
| **I*MPACT*** |  |  |
| **NEW HANDBOOK** | **EVIDENCE** | **OLD SUBJECT CRITERIA** |
| 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. |  | 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.  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. |
| 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. |  | Pupils are able to think, reflect, debate, discuss and evaluate the past, formulating and refining their own questions and lines of enquiry. |
| Pupils’ work across the curriculum is of good quality. |  | 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.  Pupils embrace challenging activities, including opportunities to undertake good-quality research across a growing range of history topics. |
| 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. |



**Part H: CPD Log**

1. **CPD I have attended**

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| --- | --- | --- | --- |
| **Date** | **Title** | **Provider** | **Actions** |
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1. **CPD I have delivered**

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| **Date** | **Title** | **Who to** | **Impact / feedback** |
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**Part H: Subject leader development plan**

***Subject: ………………………………….***

***Subject Leader: ………………………………….***

***Academic year: ………………………………….***

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

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***Part J: Meeting the needs of pupils with SEND***

***Notes taken from***

**Teacher Handbook SEND – Embedding inclusive practice (January 2024)**

**(**[**https://nasen.org.uk/resources/teacher-handbook-send**](https://nasen.org.uk/resources/teacher-handbook-send)**)**

**Planning inclusive lessons**

* In the first instance the purpose, process and products of the lesson (the learning journey/intent) need to be clearly articulated to learners and time taken to ensure all learners understand the journey ahead.
* Connection making can reduce a learner’s fear of the unknown and can make them more ready to engage in the learning.
* Always present connections in a clear manner, verbally and visually; some learners will likely require a scaffold, for example a visual representation or key vocabulary, in their books that they can refer to at the start of each lesson.
* As all foundation subjects are often only an hour or so a week (out of 25 hours of lessons), some learners are likely to need a reminder of what they are learning about at the start of a lesson, and where it sits within the learning sequence as well as where it sits in relation to other relevant subject specific contexts and knowledge that it is building upon, prior to a whole-class retrieval starter activity.

When planning inclusive lessons, teachers need to consider how they can enable pupils to engage with the new learning:

* Are you connecting previous learning - are there prior skills or knowledge that learners can build on in this unit of study?
* Are there key words whose meanings they need to be able to understand in order to be able to engage with the core concepts being taught?
* Are there pre-requisite skills or knowledge that are required to be successful, e.g. in **History:** do pupils need a clear understanding of the difference between primary & secondary sources?

**Task:**

* *Have you identified the key subject specific words for each of the topics that pupils will learn during each year and how/when are these made available to pupils?*
* *What subject specific skills will pupils need to know and understand prior to the start of each new topic? And how will you ensure that pupils will be able to practice these?*
* Explicit instruction needs to be carefully planned for learners with SEND.
* New material needs to be delivered in small steps, with teachers considering how much information is presented at any one time.
* All new material should be presented both verbally and visually (dual-coded) wherever possible.
* High-interest, engaging materials such as images or short documentary clips can provide a strong start to a lesson, e.g. in **Geography** a short clip of an erupting volcano can help learners begin to understand the impact of an eruption the surrounding area.

**Task:**

* *Have you identified for each topic ‘high-interest, engaging materials’ that will be accessible to all pupils?*
* Less confident learners will benefit from having access to content of a time period prior to reading as this can motivate and support them when working through what may for them be challenging texts.

**Task:**

* *How do you make available to all pupils resources to support them prior to the introduction of each new topic?*

**Modelling and scaffolding are key components of an inclusive lesson.**

* Learners benefit from seeing the teacher model the application of for e.g. in **Art & Design** of skills in connection with subject content and watching a teacher perform ‘live’ research and live writing.
* A teacher / assistant ‘thinking aloud’ whilst modelling writing tasks can support learners when they progress to independent practice.
* Modelling should be a planned part of every lesson, with further modelling and/or scaffolding as needed when identified through formative assessment in a lesson.
* Given that for almost all foundation subjects, lessons are usually spread apart over a week/fortnight, it is crucial that new learning is recapped at the start of the following lesson. Teachers should also ensure, wherever possible, to address any misconceptions within that lesson. Misconceptions that are observed through marking between lessons can be addressed through short videos uploaded on a virtual classroom between lessons and/or at the start of the next lesson.
* For some learners with additional learning needs, misconceptions can become embedded in their understanding, impacting further progression. It is therefore vital that misconceptions are addressed directly at the earliest possible stage. It will often be beneficial to address these misconceptions in small groups or with individuals to check understanding.

**Task:**

* *Have you identified what ‘may be’ the common misconceptions that teachers and assistants need to be aware of prior to the start of each new topic? (e.g. in* ***Geography*** *it’s not uncommon for pupils to be clear about the differences between: ocean; sea & channel. In* ***Science****, it is frequently: permeable; porous; pervious & absorbant.)*

**Teaching strategies that can support learners in answering whole-class questions in lessons are:**

* Additional processing time, e.g. provide questions to learners in advance of the discussion • Visual prompts
* Co-constructing answers with peers, e.g. Think - Pair - Share
* Pre-teaching content ahead of the lesson
* Mixed-ability groupings
* Communication aids
* Sentence frames and/or sentence starters with explicit reference to language function (specific to **Scientific** skills, e.g. hypothesising, summarising, evidencing).

**Strategies to Scaffold Learning**

How to support learners who struggle to access lessons because of literacy difficulties?

* Encourage oracy; talking about writing first and unpicking tricky words results in better understanding and written fluency. Think, Pair, Share tasks are essential, and enabling learners with SEND to succeed here by seating them near a student who is more confident with speaking would be an asset.
* Provide sentence starters and key word banks, ideally as a generic ‘literacy mat’ which can be used alongside knowledge organisers to embed common styles of geographical writing.
* As evaluation is a key skill it should be built into all topics. This is often challenging for pupils, especially those with SEND. Showing learners how to evaluate using models, guided examples on a visualiser, and guided reading are very helpful. Using an evaluation prompt, such as the one below, can be very useful to enable the students to apply their own ideas to the evaluation.
* Remember that **Historical;** **Geographical** **& Scientific** literacy is often high level. Consider your own use of tier 2 and 3 language in explanations; make links to everyday language and ensure your use of tier 2 and 3 language is accessible. Regularly check understanding of learners with SEND through questioning.
* Provide visual aids to enable learners to identify, for e.g. in **Art & Design:** artists and their work, as well as to identify equipment and media**; Design & Technology –** the tools and techniques they will be expected to use / perform**; Geography –** rivers around the world; different building styles and materials / rural and urban environments; **History –** images of where in the world specific events took place and of the people involved**.**
* Use frequent modelling to show learners how to structure sentences but keep it achievable; it is better to model an imperfect answer and ask the learner to suggest improvements than to model an unachievably high-quality response. This is especially important when preparing for assessments and giving feedback, so learners clearly understand how they can achieve an excellent answer and improve their own.
* Using extended guided reading in lessons is an essential way of enabling all learners, and especially those with SEND, to access the content effectively. Articles should be adapted where necessary, and often it is more effective to write pieces bespoke for the topic you are doing. The process of delivering these in class is also important to get right, and there is an example of a Highly Intentional Process below, Figure 1, page 4. (Figure 2 on page 5 is a task for the subject leader to complete)

**Figure 1: Highly Intentional Process - Guided reading in Geography Lessons**

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| --- | --- | --- | --- |
| **HIP stage** | **Activity** | **Rationale/ notes** | **Sample Language** |
| 0: Homework to learn vocabulary (1 week before the reading) | In the week before the reading is used, set a homework assignment where the vulnerable students (or all of the students) are given a copy of the key vocabulary to learn. This should also be shared with the EAL/SEN/Literacy coordinators and TAs where relevant | This reduces the cognitive load for the students when the reading happens in class, and enables them to have a deeper understanding of the text as it is read | This homework is important so that we can make the most of the reading time next week. It will also enable you to tackle the task we do following the reading and succeed with this. |
| 1: Pre-teach vocabulary (1-3 mins max - be careful not to spend too long) | Using the glossary, which is found at the start of the article, Select up to 5 pieces of tier 2 or 3 vocabulary from the article. Teach it directly, giving a simple definition and one or two sentences using the word. Ensure that you make the pronunciation of the word clear. Some teachers may want the class to repeat the words back to them - this will depend on your class dynamic. | Teach briskly - limit the number of questions. Word choice and definitions must be preprepared - it is very difficult to make up on the spot and retain clarity. | This word is …. Say it back to me (my turn your turn) It means ……… It might be used like this (example 1) Or like this (example 2) |
| 2: Preview the article (1-3 mins max - be careful not to spend too long) | Explain to the students what the article will be about, and what content it will cover. Teachers should also explain WHY the article is being read - this is important metacognitively - and could be related to why the knowledge is important, but also what they will be using the knowledge for afterwards (eg extended writing/ comprehension questions) | Helps students feel secure before reading, and be more likely to understand Head off any likely misconceptions re particularly difficult words, ideas or concepts | We are going to learn from an article about…. Some of the things it will help us to understand are… Look out for the section about…. Basically, this means that ….. |
| 3: Teacher reads (approx 15 mins but will vary) | Teacher reads from the article with enthusiasm and clarity. Teacher uses this stage to inspire the class: invite questions, explain things, check understanding. As you read each paragraph, scroll through the visual prompts on the board. Do explain these but not for more than 15 seconds to try not to break the flow of the reading too much. Depending on the class, their confidence and your feeling, you may also want to try ‘jump in’ reading. This is when the teacher pauses on a word of note (often those in the glossary) and the whole class repeats it out loud. If going on to do extended writing, the students should highlight sections which are relevant to the question they will be answering. If doing comprehension questions, this is not needed as questions will be numbered to match paragraphs and students should have to look and re-read sections to find answer. | Allows teachers to teach and inspire Provides another opportunity to check and address misconceptions The jump in reading can aid in concentration and tracking, and also enhance the ability of students in their pronunciation of the more challenging and relevant key terms | Now’s your chance to check that you understand, and ask any questions you may have. |

**Figure 2: Highly Intentional Process - Guided reading in xxxxxx Lessons**

**(This is a task for you to complete)**

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| --- | --- | --- | --- |
| **HIP stage** | **Activity** | **Rationale/ notes** | **Sample Language** |
| 0: Homework to learn vocabulary (1 week before the reading) | In the week before the reading is used, set a homework assignment where the vulnerable students (or all of the students) are given a copy of the key vocabulary to learn. This should also be shared with the EAL/SEN/Literacy coordinators and TAs where relevant | This reduces the cognitive load for the students when the reading happens in class, and enables them to have a deeper understanding of the text as it is read | This homework is important so that we can make the most of the reading time next week. It will also enable you to tackle the task we do following the reading and succeed with this. |
| 1: Pre-teach vocabulary (1-3 mins max - be careful not to spend too long) |  |  |  |
| 2: Preview the article (1-3 mins max - be careful not to spend too long) |  |  |  |
| 3: Teacher reads (approx 15 mins but will vary) |  |  |  |

**How can I support learners who struggle to retain vocabulary?**

* Print knowledge organisers including word banks and visual supports for learners with SEND who need them as a reference in every lesson.
* Use retrieval practice at the start of lessons to revisit key words, identify and repeatedly focus on the most important tier 3 vocabulary. Use oracy strategies; learners are more likely to retain words between lessons if they are able use them verbally in sentences. This will include questioning to probe learners to retrieve the correct word.
* Ask learners to highlight where they have used key vocabulary in their sentences in order to recognise and reinforce this skill.

**Task:**

* Have you identified key vocabulary / terms for each topic and do all pupils have access to these before and during lessons?

**How can I support learners who struggle to access lessons because of numeracy difficulties?**

* Work with colleagues to embed geographical numeracy in the curriculum, so that learners come to expect it as part of geography lessons, e.g. mean, median, mode, range and interquartile range
* Work with colleagues in the maths department to ascertain how and when mathematical skills and concepts are taught. If there are resources learners use to scaffold their learning in maths, ensure they have access to them in geography as well.
* Allow the use of calculators. As they are always permitted in geography exams, they should also be available in lessons.

**Task:**

* Have you worked alongside the subject leader for Mathematics to identify where learning in the subject you lead can support pupils numeracy?

**How can I support learners who need additional time to develop conceptual understanding?**

* What will hold learners back if they don’t understand it? Identify what the ‘threshold concepts’ in each topic are, e.g. democracy; evaluation; analysis & composition and refer to these concepts in some way during every lesson.
* Give examples of the same concept in different contexts. Try to personalise this or use examples from the news/ media/local area, at least something that is ‘relevant’ to the pupils. This is a vital part of effective teaching, with teachers regularly referring to recent events to engage the learners, and encourage them to go and seek out information themselves independently.
* Plan specific hinge questions you will ask learners, to ensure you can evaluate the extent to which each learner is understanding. Probe learners to go beyond three-word responses to questions.
* Anticipate misconceptions and when they arise in lessons, challenge them quickly; include them in your explanations.
* Ensure that all resources are uploaded for all lessons and homework and revision onto a suitable electronic platform, e.g. Google Classroom, and clearly labelled so that learners, support staff and families can access these remotely and at any time. This will enable learners to recap work and concepts where they need to and want to.

**Task:**

* Have you identified in advance of a topic the key questions which you will want to ask of pupils – questions that address not only: who; what; where; when; why and how as well as: similarities / differences; cause & effect; rank in order of importance; synthesise your responses, etc

**How can I support learners who struggle with attention?**

* Plan seating arrangements carefully. Consider the use of proximity for learners who need prompting. Also, ensure learners are sat away from distractions - these could be environmental, e.g. windows next to a playground, or relational, e.g. peers.
* Share the big picture of the lesson but also show examples of the outcome so that learners can visualise what the overall aim is.
* Chunk lessons into distinct episodes of explanation, modelling, practice, feedback, etc. so that learners have a structure to expect. Represent these parts of the lesson on a visual timetable, which you refer to throughout the lesson.
* Plan in active breaks and opportunities for learners to move during lessons.
* Use behaviour-specific praise to reinforce effort and focus.

**Task:**

* Re: a visual of the outcome expected of pupils – do you have / are you starting to build up examples from ‘past’ pupils as to what a ‘good’ example would be to share with pupils?

**How can I support learners who struggle with change and transition?**

* Predictable classroom routines are vital, with well-planned and structured lessons with clear expectations.
* Build trust through positive interactions and praise.

**How can I support learners who struggle with fine motor skills?**

* Consider using frames or adhesives (**e.g. in Art & Design and Design & Technology),** masking tape) that hold down learners’ work to surfaces in cases where learners may struggle to hold a resource in place. Provide learners with larger scale materials to work on and gradually decrease the scale as they acquire greater control.
* Encourage learners to experiment with different media, for e.g. in **Art & Design** - when drawing offer chunkier graphite sticks as well as soft ‘B’ range pencils. Similarly, offer a range of painting application media – some learners may prefer a sponge to a brush or may even use their fingers at times.
* Plan each lesson well in advance, to consider points where learners may struggle and allow for adult guidance accordingly. Use of scissors can be a source of frustration for some learners and wider-handled or easy grip scissors can be a useful aid.
* Engaging in art and design activity is great for helping build fine motor skills for all children. Learners will enjoy and benefit from using malleable media such as clay or air dough.

**How can I support learners who need additional time to develop conceptual understanding?**

* Provide opportunities for small group learning either before (pre-teach) or during the lesson. This will support learners and allow time to ask questions or explore resources alongside adult intervention. These opportunities are part of the repetition process needed to maximise capacity to build up conceptual understanding.
* Take time to model and demonstrate each element of a process, allowing learners to develop their understanding through a step by-step approach. This will benefit all learners as it allows for an active participatory approach.
* Showing outcomes from the previous lesson’s work can be a useful memory aid.
* Have visual aids in the form of worked examples that the learners can have to hand when completing independent tasks.

**Task:**

* Do you have / are you building up a bank of examples of ‘finished’ work to share with pupils, so that they can visualise the learning process / journey?

**How can I support learners who struggle with attention?**

* Starting off each lesson with a ‘hook’ - a question or image which inspires curiosity - can help engage learners. This is most effective when two to three questions are displayed, at varying levels of complexity, with learners invited to choose and engage with one of the questions. It could be helpful if the hook has a link to their own context so that learners have a concrete reference point.
* A ‘chunked’ approach alongside cognitive shifts can aid attention and focus. For example, after having read independently for a set amount of time, learners can then discuss in small groups before writing an answer to a set question in their books. Having a dual-coded lesson plan with known images for the different parts of the lesson and time allocated can support learners in engaging in each component of the lesson.
* Develop tasks that keep pupils engaged in their learning, e.g. if showing a video clip, provide learners with phrases to listen for or key questions to answer.

**Task:**

Do pupils have access to a resource (e.g. pen / pencil / paper) when observing a video / images which has key words / questions (e.g. who: what; where; when; why and how) to focus their notes?