

History Subject Leaders Resource File



History SL Resource File

This, and subsequent resource files have been designed specifically to support the work of subject leaders in Primary Schools who have responsibility for any of the following subjects: Art & Design; Computing; Design & Technology; English; Geography; History; Mathematics; MfL; Music; PE; PSHE and Science.

The structure of each resource file follows the same format:

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To support the work of a subject leader, there is a subject specific work-book for you to keep a record of all of the actions you have taken as well as the impact / outcome of those actions.

History Subject Leaders Work-Book



Part A: Resources & NC Requirements

This includes:

- *a list of key websites, including those of the professional subject association;*
- *key publications to support the subject leader, and*
- *a brief statement of curriculum intent*
- *NC Programmes of Study*

Links

Professional Association for Teachers of History

www.history.org.uk

(Membership: School: £77 / annum – Individual: £47 / annum)

National Archives in Kew

<http://www.nationalarchives.gov.uk/education/>

Interpreting the 2014 NC – Guidance for teachers

<https://historync.wordpress.com/>

<https://historync.files.wordpress.com/2014/04/copyright1.jpg>

The British Museum

<https://www.britishmuseum.org/learning.aspx>

BBC Learning

<http://www.bbc.co.uk/learning/subjects/history.shtml>

Resources

Coordinating History Across the Primary School (Subject Leaders' Handbooks) (Routledge)

Bloomsbury Curriculum Basics: Teaching Primary History (A&C Black)

Teaching History Creatively (Routledge)

Mastering Primary History (Bloomsbury Academics)

History is a record of a body of knowledge. The process of being a historian is our means of gathering, analysing and interpreting that record.

Studying history provides pupils with the insights into the affairs of the modern world. It gives them not only the knowledge to make sense of the many heritages they inherit, but, also the skills with which to interpret their history critically. In this way they will be able to resist interpretations, whether consciously intended or not, which filter or distort the record of the past.

Pupils will have repeated opportunities to learn about the relative strengths and weaknesses of a wide range of evidence - a set of skills which is particularly necessary in democratic societies and which has great value beyond the study of history.

By the end of Year 6 pupils will have developed a chronological understanding of British history from the Stone Age to the present day. They will be able to draw comparisons and make connections between different time periods both in Britain and the wider world.

History programmes of study: key stages 1 and 2

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all 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
- 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
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- 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
- 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.

Subject content

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They

should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

Changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory) This could include:

- *late Neolithic hunter-gatherers and early farmers, for example, Skara Brae*
- *Bronze Age religion, technology and travel, for example, Stonehenge*
- *Iron Age hill forts: tribal kingdoms, farming, art and culture*

The Roman Empire and its impact on Britain

Examples (non-statutory) This could include:

- *Julius Caesar's attempted invasion in 55-54 BC*
- *the Roman Empire by AD 42 and the power of its army*
- *successful invasion by Claudius and conquest, including Hadrian's Wall*
- *British resistance, for example, Boudica*

- *'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity*

Britain's settlement by Anglo-Saxons and Scots

Examples (non-statutory) This could include:

- *Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire*
- *Scots invasions from Ireland to north Britain (now Scotland)*
- *Anglo-Saxon invasions, settlements and kingdoms: place names and village life*
- *Anglo-Saxon art and culture*
- *Christian conversion – Canterbury, Iona and Lindisfarne*

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory) This could include:

- *Viking raids and invasion*
- *resistance by Alfred the Great and Athelstan, first king of England*
- *further Viking invasions and Danegeld*
- *Anglo-Saxon laws and justice*
- *Edward the Confessor and his death in 1066*

A local history study

Examples (non-statutory)

- *a depth study linked to one of the British areas of study listed above*
- *a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)*
- *a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.*

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Examples (non-statutory)

- *the changing power of monarchs using case studies such as John, Anne and Victoria*
- *changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century*
- *the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day*
- *a significant turning point in British history, for example, the first railways or the Battle of Britain*
- *the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China*
- *Ancient Greece – a study of Greek life and achievements and their influence on the western world*
- *a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.*

Part B: Subject leaders audit: History

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? (<i>Remember that progress is knowing more, remembering more and being able to do more.</i>)			
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 C Progression in History – an exemplar

	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.
EYF S	Begin to make sense of their own life-story and family’s history. Talk about members of their immediate				.	

	<p>family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>					
a	<p>Pupils show their emerging knowledge and understanding of the past by recognising the distinction between present and past, by placing a few events and objects in order, by using common words and phrases about the passing of time and by recounting episodes from stories about the past.</p>				<p>They use sources to answer simple questions about the past.</p>	
b	<p>Pupils show their developing knowledge and understanding of the past by using common words and phrases about the passing of time, by placing</p>				<p>They are beginning to identify some of the different ways in which the past has been represented.</p> <p>They observe or handle sources to find answers to</p>	<p>They are beginning to recognise that there are reasons why people in the past acted as they did.</p>

	<p>events and objects in order.</p> <p>Pupils show their developing knowledge and understanding of the past by recognising that their own lives are different from the lives of people in the past and by describing some of the topics, events and people they have studied.</p>				<p>questions about the past.</p>	
c	<p>Pupils show their increasing knowledge and understanding of the past by using dates and terms, by describing some of the main events, people and periods they have studied and by placing them into different periods of time.</p>			<p>They begin to recognise some of the similarities and differences between these periods and are beginning to suggest causes and consequences of the main events and changes.</p>	<p>They use sources to find answers to questions about the past.</p>	<p>They identify some of the different ways in which the past has been represented.</p>
d	<p>Pupils show their knowledge and understanding of local, national and international history by describing some of the main events, people and periods they have studied,</p>	<p>Pupils show their knowledge and understanding of local, national and international history by describing some of the main events, people and periods they have studied,</p>		<p>They describe characteristic features of past societies and periods to identify change and continuity within and across different periods and to identify some causes and consequences</p>	<p>When finding answers to historical questions, they begin to use information as evidence to test hypotheses.</p>	<p>They identify and describe different ways in which the past has been interpreted.</p>

	and by identifying where these fit within a chronological framework.	and by identifying where these fit within a chronological framework.		of the main events and changes. They begin to produce structured work, making appropriate use of dates and terms.		
e	Pupils show their knowledge and understanding of local, national and international history by describing events, people and some features of past societies and periods in the context of their developing chronological framework.	Pupils show their knowledge and understanding of local, national and international history by describing events, people and some features of past societies and periods in the context of their developing chronological framework.		They begin to recognise and describe the nature and extent of diversity, change and continuity, and to suggest relationships between causes. They investigate historical problems and issues and begin to ask their own questions.	They suggest some reasons for different interpretations of the past and they begin to recognise why some events, people and changes might be judged as more historically significant than others. They investigate historical problems and issues and begin to ask their own questions. They begin to evaluate sources to establish evidence for particular enquiries. They select and deploy information and make appropriate use of historical terminology to support and structure their work.	
f		Pupils show their knowledge and understanding of local, national and international		They begin to explain relationships between causes. They begin to explain how and why	They investigate historical problems and issues, asking and beginning to refine their own questions.	

		history by beginning to analyse the nature and extent of diversity, change and continuity within and across different periods.		different interpretations of the past have arisen or been constructed. They explore criteria for making judgements about the historical significance of events, people and changes.	They evaluate sources to establish relevant evidence for particular enquiries. They select, organise and deploy relevant information and make appropriate use of historical terminology to produce structured work.	
g		Pupils show their knowledge and understanding of local, national and international history by analysing historical change and continuity, diversity and causation.		They explain how and why different interpretations of the past have arisen or been constructed. They begin to explain how the significance of events, people and changes has varied according to different perspectives.	They investigate historical problems and issues, asking and refining their own questions and beginning to reflect on the process undertaken. When establishing the evidence for a particular enquiry, pupils consider critically issues surrounding the origin, nature and purpose of sources. They select, organise and use relevant information and make appropriate use of historical terminology to produce well-structured work.	
h		Pupils show their knowledge and		They analyse and explain a range of historical	They suggest lines of enquiry into historical problems and	

		<p>understanding of local, national and international history, constructing substantiated analyses about historical change and continuity, diversity and causation.</p>		<p>interpretations and different judgements about historical significance.</p>	<p>issues, refining their methods of investigation. They evaluate critically a range of sources and reach substantiated conclusions independently. They use historical terminology confidently, reflecting on the way in which terms can change meaning according to context. They produce precise and coherent work.</p>	
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Part D: Initial subject self-evaluation proforma Date:

This is a basic self-evaluation proforma in order for the subject leader to gain a brief overview of strengths and areas for improvement possibly prior to undertaking a more comprehensive review and monitoring process.

Initial subject self-evaluation

Summary:
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 E: Best practice as identified by Ofsted

In this section, I make reference to:

- **Ei:** the main findings / recommendations from '*Rich encounters with the past: History subject report (Ofsted July 2023)*'
<https://www.gov.uk/government/publications/subject-report-series-history/rich-encounters-with-the-past-history-subject-report>
- **Eii:** the April 2021 blog from the Ofsted lead for History which preceded..
- **Eiii:** the full research report (June 2021):
<https://www.gov.uk/government/publications/research-review-series-geography/research-review-series-geography>
- **Eiv:** the last 'triennial' report (2011) the Ofsted wrote about History in Primary & Secondary schools (*Ofsted state that they are in the process of producing similar reports*). This report provides numerous examples of what were described as best practice in teaching & learning in History in primary schools. They provide excellent examples for sharing out amongst class teachers as well as for subject leaders to audit their school's provision against.

Part Ei: Rich encounters with the past: History subject report (Ofsted July 2023)

<https://www.gov.uk/government/publications/subject-report-series-history/rich-encounters-with-the-past-history-subject-report>

(Suggested questions are written in red.)

Main findings

We were particularly impressed by the security of primary school teachers' subject knowledge, given the pressures of teaching a wide range of subjects. The overall quality of history education has improved, but there were significant differences in the quality of history education between schools.

Curriculum

- In the large majority of the schools we visited, leaders made sure that there was enough time in the timetable to teach a broad and ambitious history curriculum. Pupils studied a wide range of historical periods.
- In almost all the schools visited, the history curriculum was carefully designed to develop pupils' knowledge so that they could study a more ambitious curriculum over time. In a few schools, curriculum planning was less effective. In those schools, teachers focused on superficial aspects of the past, for example reducing Pharaonic Egypt (Egypt at the time of the Pharaohs) to the pyramids and mummies, without exploring deeper features of Egyptian society and culture. Here, teachers did not plan how to develop and secure pupils' knowledge to help them learn in the future.
- Curriculum plans relating to disciplinary knowledge were typically not ambitious enough. The teaching of this was less effective than it could be. The complexity of disciplinary traditions and approaches was often misrepresented. We saw just a few schools where pupils developed more complex knowledge over time of how historians study the past and construct accounts.
- Pupils generally developed secure knowledge of aspects of what they were taught in schools. However, the overall impact of history education varied widely, both within and between schools. In the best schools, pupils developed rich and connected knowledge of the past. In others, pupils' knowledge of history was disconnected or superficial, or there were significant gaps. In most schools, pupils had misconceptions about how historians and others study the past and construct their accounts.

Pedagogy

- In just over half the schools visited, teachers' pedagogical decisions were designed well to make sure that pupils could learn new material. Teachers drew on their secure subject knowledge to make the past meaningful for pupils. They used clear explanations to explore new information. Primary schools taught local history particularly well.
- However, in nearly half the schools, teachers expected pupils to make their own judgements, for example on sources of evidence, without having developed the secure historical knowledge to be able to do this meaningfully. This approach typically influenced decisions about the curriculum, teaching and assessment. It often led to pupils having less secure knowledge of the past and misconceptions about the work of historians.
- In all the schools visited, support for pupils with special educational needs and/or disabilities (SEND) was a priority. However, this support was not always as effective as it could be. In most cases, this was because teachers focused on adapting the immediate task so that pupils could complete it, instead of building their knowledge and skills and addressing gaps so that they could access the curriculum in the longer term.

Assessment

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- Assessment in history was not fully developed in most of the primary schools visited. Commonly, teachers made broad judgements about pupils' progress, but did not identify or address specific gaps and misconceptions in their knowledge. In around half the secondary schools, teachers used assessment effectively to identify gaps and misconceptions in the most important knowledge they had intended pupils to learn. In the other half, this was not the case.

School systems

- Whole-school systems and approaches generally improved the quality of history education. They were particularly effective in schools where leaders understood how pupils get better in history. In a few schools, however, poorly designed or implemented policies had a negative impact on history education. Leaders did not fully understand how to ensure and assure the quality of history education in their schools. They accepted superficial evidence that history education was effective, such as the presence of a lesson feature such as a retrieval quiz.

Teacher knowledge and expertise

- Most teachers had secure content knowledge (knowledge of the historical content to be taught) of the topics they were teaching. In some schools, leaders supported and developed teachers' knowledge systematically. In others, individual teachers often committed significant time outside dedicated working hours to develop their content knowledge, including those in primary schools, where teachers teach a range of subjects. In most schools, however, guidance and training on effective approaches to teaching and assessment in history were limited.

Schools where pupils developed rich and connected knowledge tended to have some or all of the following features:

- regular access to high-quality training and resources, typically through subject associations
- ambitious curriculum plans that identified the most important content and concepts to support future learning
- a clear, shared understanding among teachers of the most important content and concepts that pupils needed to know and remember
- teachers with secure knowledge of the content to be taught
- pedagogical choices that emphasised the most important content and concepts in the school's curriculum, which were regularly revisited
- assessment that regularly and systematically checked that pupils were secure in their knowledge of the most important content and concepts, so that any gaps and misconceptions could be addressed quickly
- an approach that recognised how to balance this emphasis on 'core knowledge' with the importance of a rich and meaningful hinterland.

Discussion of findings

In the most effective schools, there is a complex and powerful interaction between ambitious curriculum design and pupils' developing historical knowledge. When pupils' knowledge becomes richer and more secure over time, they are able to access a broad curriculum that increasingly represents the complexity of the past. This means that all pupils can ultimately meet ambitious curricular goals.

Effective curriculum planning is important in developing pupils' knowledge and skills so that they can understand more challenging ideas. This is not necessarily a result of any particular type of planning. It is often the result of teachers and leaders understanding that what pupils

already know can help them to make sense of new material. They understand how to organise the curriculum, teaching and assessment to emphasise the content and concepts necessary for accessing future learning.

Most schools have invested significant time in developing the history curriculum, and this has had a very positive impact on the overall quality of history education. The quality of curriculum thinking in primary and secondary schools has been noticeably raised since the time of our last history report. There is some exceptionally strong practice in a few schools, and this report sets out to outline that practice for the benefit of all schools.

Gaps remain in the quality of practice between schools. Our research indicates that, in many schools, leaders had not fully grasped the complexities of how pupils make progress specifically in history. This limited the impact of curriculum, teaching and assessment on pupils' knowledge. *In particular, some schools assessed progress in history largely through checking learning of isolated facts. This did not make sure that pupils developed rich and connected knowledge of the past.*

In other schools, progress was linked to vague descriptions of skills. Put simply, the curriculum, teaching and assessment did not help pupils to develop secure knowledge about the past. Across all these schools, superficial features of curriculum plans or lessons were too readily assumed to be evidence of quality, or too heavily promoted as a way of ensuring a high-quality history education. For example, several schools at both primary and secondary level had identified 'golden threads' in curriculum plans. However, they did not plan and implement these in a way that helped pupils develop more secure and meaningful knowledge. In other schools, leaders mistook features of lessons, such as regular quizzes, for evidence that pupils were being supported to develop richer and more secure knowledge. In the most effective schools, leaders and teachers thought carefully not just about **whether** material was being taught, but also about **what** was being taught or revisited. They also considered the impact this would have on pupils' future learning.

One of the great joys and most important aims of history education is to enable pupils to develop their own understanding of how claims and accounts about the past are constructed. This allows them to engage with the process of historical construction for themselves. However, in some schools, a poorly planned approach to this left some pupils with significant gaps and misconceptions. *In a significant minority of lessons we observed, teachers encouraged pupils to come up with their own judgements in response to questions, when¹ they lacked the knowledge to answer these meaningfully, rather than empowering pupils to construct judgements based on secure knowledge².*

Pupils' historical thinking emerges in complex ways from their growing understanding of the past and of how historians construct claims and accounts. Attempts to 'shortcut' this process by teaching 'tips and tricks' or by encouraging pupils to make ungrounded assertions did not produce the kinds of meaningful engagement with history that we should want for all our pupils. In many cases, these approaches left pupils with limited and patchy knowledge about the past and serious misconceptions about the complexity of historical enquiry. **Subject**

Anything highlighted is by me, to highlight a specific point you may wish to make a careful note of...

associations offer high-quality guidance on how pupils can develop meaningful disciplinary knowledge. It is likely that subject and senior leaders in some schools would benefit from further engagement with these.

Wherever teachers took the complexity of history seriously, pupils responded with enthusiasm. In many primary schools, for example, pupils were fascinated by the relationship between local, national and international developments. In many schools, pupils were gripped by the stories of individuals and became immersed in detailed study of other times and places.

The very best schools were those where teachers carefully balanced the richness and complexity of the past with clarity about how effective emphasis on curriculum, teaching and assessment could help pupils navigate this with secure and deepening knowledge.

Recommendations

Schools should ensure that:

- Teachers and leaders understand the generative power of knowledge in history: that is, how layers of historical knowledge interact so that pupils' knowledge of other past societies, of recurring terms, concepts and phenomena and of broader chronological frameworks help them to learn more easily about other topics.

Q: Can you provide an example (or two) of how pupils learning from one history unit is built upon in subsequent units?

- The curriculum that the school adopts, adapts or constructs identifies the most important content and concepts that can support pupils in future learning, so that teachers can emphasise these in teaching. This is important both in curriculum planning and in teachers' 'live' decisions about emphasis during teaching.

Q: ditto above – can you provide any examples of how concepts (e.g. monarchy; parliament; democracy) that the pupils were learning about in one unit are developed in subsequent units?

- Teachers are confident in making pedagogical decisions that emphasise important content and concepts in a meaningful way and in revisiting these regularly so that pupils develop secure knowledge. This includes building on what pupils already know, using well-selected stories and examples to make abstract ideas meaningful and using explanations to help pupils to connect information.

Q: how do you ensure that as pupils progress through the school that teachers know what content and concepts that pupils have been learning about in previous topics in order to enhance their historical learning & understanding.

- Teachers use assessment to identify important gaps and misconceptions in pupils' knowledge and make sure that these are addressed. Although there is not a set hierarchy of knowledge that pupils need to build in history, at every point in each school's curriculum there is important knowledge that pupils need to know in order to make sense of what they are learning.

Q: how are you ensuring that all teachers know precisely what pupils need to be able to learn / understand in each history unit and ensure that they are set tasks / challenges which enables them to demonstrate this?

- Teachers accepting significant gaps between pupils in knowledge of important content and concepts means that these gaps will widen over time, as some pupils understand less about new topics they are taught.

Q: How are you intending to ensure that all teachers know precisely what pupils need to learn / understand in each unit?

- Support for pupils with SEND focuses on pupils' ability to access the breadth and depth of the curriculum over time, rather than their ability to complete the immediate task. This includes making sure that all pupils are secure in their knowledge of important content and concepts that help them to make sense of the later curriculum.

Q: How are you / intending to ensure that pupils with SEND are secure in their historical knowledge, such that they can draw upon this in later years?

- The curriculum gives pupils broad and rich encounters with the past, through different times, places and societies, different people, groups and experiences and through the lenses of political, social, economic and cultural history.

Q: Could you share examples of history units in which the themes of: political, social, economic and cultural history and developed?

- The curriculum enables pupils to develop meaningful and increasingly complex knowledge about how historians and others study the past and construct their accounts, avoiding reductive or misleading representations of the complexity of historical enquiry and argument.

Q: How are pupils being developed to think and act like historians?

- Leaders plan systematically to develop teachers' knowledge of the content they teach and of how to teach history effectively to pupils.

Q: What CPD are you delivering / directing colleagues to in order to enhance their history subject knowledge.

- Leaders assure the quality of history education by meaningfully assessing the quality of what pupils learn and remember over time. This should include the richness, connectedness and complexity of pupils' knowledge of the past and their knowledge of how historians and others study the past and construct their accounts.

Q: How are you ensuring a) that all teachers know precisely what pupils need to be learning through the various history units and b) that tasks / assessments are designed to enable them to demonstrate this?

- Teachers understand how to help pupils develop meaningful disciplinary knowledge and are aware of the misconceptions that pupils can develop if the work of historians is misrepresented.

Q: What CPD are you providing / directing teachers to, to ensure that they know how pupils are being developed to think and act like historians?

Part Eii: Best practice as identified by Ofsted (2021)

History in outstanding primary schools (April 2021)

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

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

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

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

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

Building blocks of progress

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

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

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

Areas for improvement

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

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

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

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

Background

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

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

Schools inspected

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

Balksbury Infant School, Andover

Barnfield Primary School, Edgware

Callis Grange Nursery and Infant School, Broadstairs

Coit Primary School, Sheffield

Gillespie Primary School, London

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

Part Eiii: Research review series: history (July 2021)

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

Main findings:

In this research report, Ofsted state:

The study of history can bring pupils into a rich dialogue with the past and with the traditions of historical enquiry. The past and changing accounts of the past have shaped the identities of diverse people, groups and nations. Through history, pupils come to understand their place in the world, and in the long story of human development. The study of history challenges pupils to make sense of the striking similarities and vast differences in human experiences across time and place.

School history also shows pupils how accounts of the past arise and are constructed. Pupils learn how evidence for a claim can be constituted and the conditions under which valid claims can be made. They learn how historians and others construct accounts about the past, building on and challenging or refining the work of others. Pupils learn how argument and debate can be underpinned by shared principles of enquiry, and how this can drive and test new knowledge and insight about shared pasts.

In this report, we have:

- *outlined the national context in relation to history*
- *considered curriculum progression in history, pedagogy, assessment and the impact of school leaders' decisions on provision*
- *summarised our review of research into factors that can affect quality of education in history*

The review draws on a range of sources, including a programme of research from our Research and Evaluation team and our previous research, including the 'Education inspection framework: overview of research' and 'Principles behind Ofsted's research reviews and subject reports'. This is supported by research into history education, including the work of academics and professionals and also the published reflections and research of history teachers. Much of this work is on a small scale but is invaluable in understanding how history teachers have wrestled with the challenges of curriculum design in history and built on each other's work.

The research that underpins the education inspection framework (EIF) highlights the impact of curriculum design on pupils' outcomes. In making judgements about the quality of education, inspection will consider the quality of curriculum design and its impact on pupils. This review focuses on how the work of practitioners and academics has considered quality in the distinctive context of history education. This review will inform our approach to considering the quality of subject education in schools. Our findings from research into practice in schools will be published as a later subject report.

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The report identifies a number of features which it states as: *‘High-quality history education may have the following features’*:

For the subject leader – it ‘may’ prove beneficial to work through each theme: e.g. Curriculum; Locational knowledge etc one at a time, assessing your school’s own practice against what Ofsted have identified in this report. (see pages xx - xx below)

High-quality history education may have the following features:

Curriculum:

- *Teachers have regular opportunities to discuss content selection and its purposes, in order to support decisions about content selection and emphasis in teaching.*

High-quality history education may have the following features:

Progression:

- *Teaching and curriculum design reflect the relationship between substantive and disciplinary knowledge.*
- *Teaching develops pupils' historical knowledge and their historical analysis simultaneously.*

High-quality history education may have the following features:

Curriculum content:

- *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.*

High-quality history education may have the following features:

Generative knowledge:

- *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.*

High-quality history education may have the following features:

Chronological knowledge:

- *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.*

High-quality history education may have the following features:

The importance of context and repetition when learning new concepts:

- *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.*

High-quality history education may have the following features:

Securing progression in disciplinary knowledge:

- *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.*

High-quality history education may have the following features:

Ensuring the breadth of the cumulative curriculum offer:

- *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.

High-quality history education may have the following features:

Curriculum design at different stages of education:

- 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.

High-quality history education may have the following features:

Effective teaching in history:

- 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.

High-quality history education may have the following features:

Assessment in history:

- 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.

High-quality history education may have the following features:

Systems at subject/school level:

- *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.*

Conclusion

Effective curriculum design and teaching require balancing a number of competing priorities. What emerge clearly from this review are the scale and complexity of this task for the individual teacher, leader or school.

However, schools are not islands. Curriculum design in individual schools is supported by the research, theory and experience of academics, tutors and practising history teachers.

This review has highlighted the depth and sophistication of the existing and ongoing discourse of these professionals. Much of this thinking is readily available to teachers and curriculum designers due to the work of subject associations, the wide range of high-quality subject conferences and the generosity of many professionals across a range of platforms. This thinking will help to shape the way we look at subject education in schools in preparation for our forthcoming subject report. We hope that this research review may also draw attention to the richness of thinking among history educational professionals and offer further ideas, challenge and support to all those who are engaged in the crucial work of building pupils' knowledge and love of history.

Part Eiv: Best practice as identified by Ofsted (2011)

The last time Ofsted reported specifically on History (2011)³ they stated that: Schools should:

- ensure that, as a result of the National Curriculum Review, pupils in primary schools experience history as a coherent subject which develops their knowledge, thinking and understanding, especially their chronological understanding,
- ensure that technology is exploited to best effect in the teaching and learning of history
- focus on developing pupils' secure understanding of chronology as well as improving their thinking and knowledge in history.

In the best lessons, pupils started to become historical detectives. Through Key Stages 1 and 2, they refined their questioning skills and their thinking became more sophisticated. The demands placed on them, in terms of knowledge and thinking, became more challenging.

Features of good or outstanding teaching were:

- thorough planning focused on clear learning outcomes
- careful assessment during lessons of the progress and understanding of all pupils
- thoughtful cross-curricular links which ensured that historical understanding was nurtured through other opportunities
- opportunities for pupils to ask questions, find answers and present their work to their peers; for example, Year 4 pupils debated perceptively whether both Guy Fawkes and King James were bad men and how the differences between them could be resolved
- opportunities for pupils to collaborate in questioning historical evidence: for example, in Year 5 pupils investigated life in Victorian boarding schools by studying letters written by children at the time
- a range of activities including practical sessions which motivated pupils; for example, in an excellent Year 2 lesson, pupils acted as 'penny lick' and ice cream sellers and explained confidently why ice cream was a luxury in Victorian times
- opportunities to use and evaluate artefacts and real historical evidence; for example, Year 3 pupils investigated the impact of the Blitz on the local area by studying newspaper reports and old photographs
- imaginative use of the internet and the interactive whiteboard to bring variety to lessons but also to gain access to a wealth of resources
- a creative balance between teacher-directed learning, which set the guidelines in which the learning took place, and independent learning, which allowed the pupils to get to grips with historical questions

³ History for All (2011)

- sensitive teaching so that pupils understood the changing views of the past, how and why interpretations and representations change, why history matters and why what they are taught is worth knowing.

Examples of best practice

A: *In the Reception class, children's chronological skills were enhanced very effectively through comparing photographs of children at different ages. They were encouraged to talk about their birthdays and showed their skills by telling the class what they could do now which they could not do when they were babies.*

In Key Stage 1, pupils produced timelines on the life of Florence Nightingale and also wrote a small biography of her life, using both textual and visual prompts. They were able to make extended comments about her work at Scutari Hospital and why she was so successful.

In line with the school's emphasis on pupils finding things out for themselves and taking responsibility for their own learning, pupils in Key Stage 2 were adept at finding information to answer the questions they had set themselves. Using the details they had gleaned on a visit to the local museum, pupils in Year 4 had written at length on the impact of the Second World War on the immediate locality, and they could talk extensively about the different experiences of the visitors who had come into school to explain what life had been like for them at the time.

Pupils in Year 5 talked accurately and confidently about living conditions at the time of King John, and in Year 6 they demonstrated an excellent awareness of how historians arrived at their judgements.

Older pupils were fully aware of the way in which bias had an impact on the conclusions that could be drawn from sources and pupils throughout the school used correct historical vocabulary competently.

B: *The planning and preparation for a Year 1 lesson were outstanding. Clear objectives were linked to the levels of attainment and to graduated success criteria. The pupils were to learn about things that might be found in an old house and the rooms in which they might be used. The vocabulary to be developed was identified, as were the resources needed. The activities had been carefully thought through, and differentiated to meet the needs of all the pupils. A plenary session, involving probing questions, had been thoughtfully planned.*

The teacher immediately captured the pupils' imagination by telling them that she had asked her grandma for some old things. She had been to the attic to get a suitcase of things from her great grandma's Victorian house. She had lived in the house from 1870 to 1910. The pupils wanted to know what was in the suitcase and the teacher used the moment well to say that she had never seen the suitcase before, and had no idea what was in it. The sense of excitement and expectation was tangible. Some pupils could not sit still and were desperate for the lid to be opened.

Gradually, the teacher took out the objects, each of which was carefully wrapped. In pairs the children were asked to feel the object and comment on what they could feel and what they thought it was.

The teaching assistant recorded the descriptions and guesses for later in the lesson and for the display on 'Homes and houses'. The pupils then unwrapped the items to see how close they had come to identifying them. Each of the 15 objects was shown to the class and identified. The teacher made sure that this stage was crisply done and did not lose momentum.

The pupils guessed some of the rooms correctly; reasons were carefully considered. The emphasis was on asking focused questions. The rooms that the items came from were shown on the whiteboard through a short video game. This allowed the player to 'visit' Victorian times and Victorian houses. Particular emphasis was placed on scullery items because one of the activities was to recreate a Victorian washday with tub, dolly, washboard, brush and pegs. Items borrowed from a local gallery showed good use of local resources. The focus of their work was also explained: together they were going to make a book: 'What you need in a Victorian Kitchen.'

Group work was arranged as follows:

- a small group, working outside with a teaching assistant, recreated washing in a scullery; accurate vocabulary was developed as well as an understanding of the process*
- lower-attaining pupils (with a trainee teacher) worked in pairs to put old item cards or real dolls' house items into the right rooms of a dolls' house, before drawing and labeling the items*
- average-attaining pupils (with the teacher) worked on a guidebook to a Victorian house and rooms, before playing a matching game, using cards of old and new household items to reinforce what was being learnt*
- higher-attaining pupils (with an adult helper) researched more about each item in books in order to draw, label and write captions for kitchen items; they also had to provide dates for items so that they could work out which came first, sort them out from oldest to most recent and locate them on the class timeline; the pupils were also encouraged to explore the Victorian period – what else could they find out?*

At the end of the group work, the pupils worked as a whole class to describe what they had discovered. The teacher's questions encouraged the pupils to make links and to see how the information built a bigger picture. The guide book was used to show what everyone had learnt and to prompt discussion. This was an excellent example of teaching using the pupils' ideas. The pupils were eager to know more and asked when they would be 'doing history again'.

This outstanding lesson exemplified particularly effective teaching in history because:

- all the pupils made excellent progress in their knowledge and understanding on this occasion of Victorian times*
- their enquiry and research skills were strengthened, as was their chronological understanding*
- the pupils were motivated and enthusiastic about what they were doing and wanted to know more*
- the teacher had planned and prepared the lesson meticulously, matched activity to ability, considered expectation and challenge, thought about questions and activities, and made sure that the two-hour session had pace and purpose.*

C: Other features of good or outstanding teaching were:

- *thorough planning focused on clear learning outcomes*
- *careful assessment during lessons of the progress and understanding of all pupils*
- *thoughtful cross-curricular links which ensured that historical understanding was nurtured through other opportunities*
- *opportunities for pupils to ask questions, find answers and present their work to their peers; for example, Year 4 pupils debated perceptively whether both Guy Fawkes and King James were bad men and how the differences between them could be resolved*
- *opportunities for pupils to collaborate in questioning historical evidence: for example, in Year 5 pupils investigated life in Victorian boarding schools by studying letters written by children at the time*
- *a range of activities including practical sessions which motivated pupils; for example, in an excellent Year 2 lesson, pupils acted as 'penny lick' and ice cream sellers and explained confidently why ice cream was a luxury in Victorian times*
- *opportunities to use and evaluate artefacts and real historical evidence; for example, Year 3 pupils investigated the impact of the Blitz on the local area by studying newspaper reports and old photographs*
- *imaginative use of the internet and the interactive whiteboard to bring variety to lessons but also to gain access to a wealth of resources*
- *a creative balance between teacher-directed learning, which set the guidelines in which the learning took place, and independent learning, which allowed the pupils to get to grips with historical questions*
- *sensitive teaching so that pupils understood the changing views of the past, how and why interpretations and representations change, why history matters and why what they are taught is worth knowing.*

Part F: History - Good (in 'old' money²)

Ofsted produced this guidance to support their subject specific reviews (Eiii above)

Achievement

- 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 regularly support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- Pupils are able to think, reflect, debate, discuss and evaluate the past, formulating and refining their own questions and lines of enquiry.
- 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 are respectful of historical evidence and make robust and critical use of it to support their explanations and judgements.
- Pupils embrace challenging activities, including opportunities to undertake good-quality research across a growing range of history topics.

Teaching

- Teachers' practice is informed by up-to-date knowledge of continuing developments in the teaching and learning of history.
- Learning is based on enquiry and most lessons promote rigorous historical thinking and the acquisition of historical knowledge and understanding, including chronological understanding.
- Pupils approach historical enquiries as keen and skilled investigators, enabled to make well-considered judgements about the value of historical evidence to form their own views of the past. This is because history is skillfully presented as a dynamic subject to be explored and investigated rather than as a subject to be received. Teachers have the confidence to refine their practice to ensure that teaching promotes good progress in history for all groups of pupils.
- 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.

² Dec 2013, Ofsted

Curriculum

- 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.
- 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.
- Pupils' experiences are tailored to meet their needs, interests and aspirations. 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.

Leadership & management

- Leadership in history ensures that a common sense of purpose has been created among teachers and support staff, all of whom recognise the importance and value of the subject.
- Aims are based on a clear rationale for history and its place in the education of pupils.
- Through comprehensive quality assurance procedures, the subject leader has a well-grounded understanding of performance in history.
 - Weaknesses in history have been tackled energetically and effectively.
 - Good practice in history is shared in a systematic way.
 - Subject-specific professional development needs are carefully assessed and addressed.
- History resources, including staffing, are used well.
- The subject makes a good contribution to whole- school priorities, including literacy and numeracy policies.

Part G: History: Quality of Education (Good)

This template includes the current criteria for the Quality of Education judgment of 'Good' along with columns for the SL / SLT to insert where they perceive is a best-fit with the 'old' subject specific criteria along with their own internal evidence.

As such it serves two purposes, one as a CPD activity to consider the match between the 'old' subject specific criteria and then 'new' criteria and secondly to benchmark / evaluate the school's provision against this.

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.]		
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.]		
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 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.		
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.		
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.		

IMPACT		
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 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' work across the curriculum is of good quality.		
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.		

Part H: History: Quality of Education - Good (exemplar) *This is the authors initial interpretation of a best-fit between the old and the new.*

INTENT		
NEW HANDBOOK	EVIDENCE	OLD SUBJECT CRITERIA
<p>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.]</p>		<p>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.</p>
<p>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.]</p>		<p>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'</p>

		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.

IMPACT		
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 I: Preparing for a subject specific deep-dive: History

History Resources (to have at hand)

- Long / medium term planning, including your progression map (skills; knowledge)
- Examples of pupil's work across year groups (at least from say EY / KS1 / KS2), including sequential learning
- History self-evaluation report
- History development (action) plan

Suggested questions

- *(When responding to any questions, try not to focus solely on 'describing' what you / colleagues have been engaged in, BUT: what has been the impact / outcome of any actions.)* What is your rationale behind the History curriculum?
- How you have designed and planned the History curriculum / is it the school's own design or a published scheme?
- How does the History curriculum fit in with the wider school curriculum?
- How does the school's planning from Y1-Y6 develop pupil's History skills (e.g. their chronological skills) and knowledge (e.g. understand significant aspects of the history of the wider world) as they progress through the school and how does it impact on their wider school life? (can you give specific examples of how pupils gain a historical perspective by placing their growing knowledge into different contexts?)
- How do you assess pupil's learning during lessons? What aspects of their Historical learning (e.g. chronological understanding; their historical perspective by being able placing their growing knowledge into different contexts; understanding of key historical concepts such as continuity and change, cause and consequence?) (Can you give me an example / two?)
- What core knowledge in History, particularly their growing knowledge into different contexts / understanding of key historical concepts / historical enquiry, would you expect pupils to know and understand by the end of Y6?
- If pupils learn geography / history etc, as part of a topic or project - how do you ensure that the historical subject elements are identified clearly and taught properly and the programmes of study are covered fully?
- As the subject leader for History what subject-specific support and professional development has been provided to improve teachers' confidence and expertise, enabling them to teach geography more effectively?
- What opportunities are there for pupils' to visit historical places of interest (museums; galleries; historic houses /sites), either locally and further away? What impact does this have on the development of their Historical skills, knowledge and understanding?
 - o How do pupils use new technology to support their learning in History?
- What opportunities do pupils have to write at length how is their reading developed through their historical learning?

- How do you ensure that History enables pupils to recognise their contribution to, and responsibilities for, their locality, their country and the global community?
- How does the History curriculum contribute to pupils cultural capital / development?

Annex 1: History – Outstanding (in ‘old’ money⁴)

Ofsted produced this guidance to support their subject specific reviews (Eiii above)

Achievement

- Pupils have excellent 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 very confidently in styles appropriate to a range of audiences.
- Pupils consistently support, evaluate and challenge their own and others’ views using detailed, appropriate and accurate historical evidence derived from a range of sources. Pupils are able to think, reflect, debate, discuss and evaluate the past, formulating and refining their own questions and lines of enquiry.
- Pupils are passionate about history and 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 are respectful of historical evidence and make robust and critical use of it to support their explanations and judgements.
- Pupils readily embrace challenging activities, including opportunities to undertake high- quality research across a range of history topics.

Teaching

- Teachers’ practice is informed by excellent knowledge and application of continuing developments in teaching and learning in history.
- Learning is rooted in enquiry and teachers routinely promote rigorous historical thinking and the acquisition of historical knowledge and understanding, including chronological understanding.
- Pupils produce the best work they can, as teachers communicate their passion for history and consistently challenge and inspire. History is very skilfully presented as a dynamic subject to be explored and investigated rather than as a subject to be received; as a result, pupils approach historical enquiries as keen and skilled investigators.
- Excellent progress is made in history by all groups of pupils, due to teachers continuously refining their practice.
- Teaching makes pupils alive to changing views of the past and helps them to 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.

⁴ Dec 2013, Ofsted August 2019

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- Lessons are exciting and often innovative with historical rigour at their core: this is due to teaching that ensures that pupils are able to make use of their prior learning in moving their historical understanding forward.

Curriculum

- Pupils have excellent 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.
- Opportunities to study different themes and issues across time are combined with well-planned in-depth studies to ensure that pupils develop a sophisticated and wide-ranging understanding of history and why studying it matters.
- The curriculum is distinctive, highly imaginative and underpinned by a clear and coherent rationale. As a result, all groups of pupils enjoy the subject and are committed to doing their best.
- Pupils' experiences are tailored to meet their individual needs, interests and aspirations.
- The curriculum ensures that pupils understand key historical concepts and they can confidently articulate the place history has in their own lives, in society and in the modern world.
- The curriculum provides constant opportunities for discovery and challenge and for pupils to take greater responsibility for their learning.
- Links with other subjects in the school are highly productive in strengthening pupils' learning in history.
- Excellent links with other agencies and the wider community provide extensive and varied enrichment activities that are fully integrated into the curriculum and are highly effective in promoting enjoyment and achievement in history.
- Rigorous curriculum planning ensures that the subject makes an outstanding contribution to pupils' social, moral, spiritual and cultural development.

Leadership & management

- The effectiveness and high profile of history in the school are based on visionary leadership and highly efficient management, as well as the commitment and enthusiasm of all history teachers.
- Leaders demonstrate excellent understanding of current developments in the subject, and there is a sustained record of innovation and success in inspiring pupils and improving their achievement.
- Leaders are focused constantly on inspiring confidence in and commitment to history in pupils and colleagues.
- Self-evaluation is critical and well-informed by exciting practice in history and the effective analysis of performance.
- Robust quality assurance leads to prompt, decisive action to tackle relative weaknesses in teaching and learning in history.
- The excellent collaboration among teachers is underpinned by joint planning and the effective sharing of good practice in history.
- The subject-specific professional development needs of staff are very effectively and comprehensively assessed and met.

- Ambitious aims are based on a clear rationale for the subject and its place in the education of pupils; they are well communicated to staff and pupils, and are matched with skilled deployment of resources, including staffing.
- The subject makes an excellent contribution to whole-school priorities, including consistent application of literacy and numeracy policies.

Annex 2: 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>

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

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 xxxxx Lessons
(This is a task for you to complete)

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?