**Report for Governors - History at Tithe Barn Primary School.**

**July 2022**

**1. OVERALL PICTURE OF CURRENT PRACTISE**

**Purpose of study**

“To those who pose the question, ‗What is the use of history?‘ the crispest and most enlightening reply is to suggest that they try and imagine what everyday life would be like in a society in which no one knew any history. Imagination boggles, because it is only through knowledge of history that a society can have knowledge of itself. As a man without memory and self-knowledge is a man adrift, so a society without memory (or more correctly, without recollection) and self knowledge would be a society adrift.”

Arthur Marwick from ‘The Nature of History’.

**Aims**

 The aim of History teaching is to stimulate the children’s interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and, through this, they develop a sense of identity, and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people’s cultures in modern multi-cultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

 Our objectives in the teaching of history are to:

* foster in children an interest in the past, and to develop an understanding that enables them to enjoy all that history has to offer;
* enable children to know about significant events in British history, and to appreciate how things have changed over time;
* develop a sense of chronology;
* know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child’s citizenship education;
* understand how Britain is part of a wider European culture, and to study some aspects of European history;
* have some knowledge and understanding of historical development in the wider world;
* help children understand society and their place within it, so that they develop a sense of their cultural heritage;
* develop in children the skills of enquiry, investigation, analysis, evaluation and presentation;
* develop the necessary skills to be able to interpret differing interpretations of historical events.

( Taken from Tithe Barn History Policy 2016 )

**HOW HISTORY IS TAUGHT AT TITHE BARN**

We continue to assess our curriculum annually. It is vital we continue to review and adapt our curriculum as we teach different topics and assess their success. The subject is taught across the school as a. discrete subject with connections being made to knowledge, skills and concepts in other areas of the curriculum. In some terms we teach very little History as Geography is the major focus. We run a yearly cycle in EYFS and KS1, Year 3 and 4 and a two-year cycle in upper key stage 2. This two-year cycle in year5/6 was reviewed and updated this year to include more local history.

All staff have now had training in English with Dawn Robertson, a literacy specialist, linking specific high-quality texts with our English work and all classes have medium term plans in place.

Many of these high-quality texts link to our History topics to reinforce the History that is being taught and ensuring links are made and the children are immersed in the topics. For example, in Year 3 when the children are learning about the Stone Age, they focus on English targets such as dialogue and adverbials when looking at a story called Stone Age Boy.

Dawn supported staff in making links wherever possible to our History topics.

**One-year Cycle EYFS, KS1 and Year 3 and 4.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **AUTUMN Yr 1** | **SPRING Yr 2** | **SUMMER Yr 1** |
| EYFS | I am special – my family - timelinesJourney through Autumn. |  Let’s make fairy tales – language of time.What can we find growing in the garden? | Who wears a hat like this? – past/present vocabularyAdventures around the world. |
| KS1 (Y1) | Home - Where I liveChanges in our homes | Habitats | Coast( Seaside holidays in the past within living memory) |
| KS1 (Y2) | London now and in the past.Great Fire and Gunpowder plot. | Staying Alive( Significant people linked to medicine )  | Our world( Explorers ) |
| Year 3 | The British Isles | Digging up the pastStone age to Iron Age | The first Civilisations – why were they built around rivers? |
| Year 4 | Were the Romans a disaster for Britain? | Europe | InvadersThe battle for control of Britain – Anglo Saxons, scots and Vikings. |

**.**

**Two-year topic cycle – Year 5 and 6 - beginning Sept 2019.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **AUTUMN**  | **SPRING**  | **SUMMER**  |
| Upper KS 2Year A | Ancient Greece | WWII  | America – a divided continent.Mayans – Ancient civilisation |
|  Upper KS 2Year B | Space RaceSignificant world event. | How has Stockport changed over time? | ( Local history )Local Area study – the history of the school grounds and Heaton |Mersey Common. |

**HOW HISTORY IS ASSESSED**

Currently we still continue to assess against the NC programmes of study. Assessment is still not completed in a formal method, using a standardised form to fill in and record whether or not the children are working towards standard, at standard or working at greater depth in History.

However, we do begin each topic by asking the children what they know already about the new learning. Each teacher does this in different ways. Some sort statements into true/false/not sure and some teachers create mind maps. The children then compare this knowledge at the end of the topic in order for them and the teacher to see the progression in their knowledge. We also do lots of retrieval practice in lessons including quizzes and recaps at the beginning of every lesson.

Each teacher also has a document that clearly shows previous learning across the year groups and key vocabulary taught, so that staff can ensure key vocabulary has a high profile in lessons. In discussions and quizzes staff can determine how well the children have remembered key vocabulary.

I feel we need to now look at Historical skills and add them to the planning. I have organised a staff meeting for the Autumn term 2022 and we will then add these skills into the planning and discuss efficient ways these skills could be assessed.

**KEEPING INFORMED ABOUT HISTORY/CPD**

I have continued to attend the History subject leadership network meetings virtually and they have been extremely useful. Chris Trevor who runs the network meetings is a fantastic history specialist and I am able to access all her resources on Learning Leads.

I continue to have membership to the Historical association and we now have a school account, so that all staff have access to this wonderful resource. I led a staff meeting and shared a collection of resources, from the HA and English Heritage with staff.

I will continue to look for useful CPD and attend the termly subject leadership meetings which give members tasks to complete in school.

I have also developed a contact locally who will support us when we teach the history of Heaton Mersey Common and we will look for other local contacts to learn more about the school grounds.

# 2. MONITORING, EVALUATION AND REVIEW

**LESSON OBSERVATION OF HISTORY**

This is a priority in 2022/23.

 **SAMPLES OF HISTORY WORK**

I continue to photocopy good examples of learning for my file and take photographs of displays and workshops linked to History.

**PUPIL VOICE**

In July I completed a pupil voice with targeted questions on each topic for each year group.

The main strengths are outlined below;

* A love of History.
* Good understanding of chronology– timelines are everywhere in school and the children can talk about them confidently.
* The children continue to have good recall of prior learning – clear evidence that it is in their long-term memory.
* Vocabulary is excellent.

**HISTORY PLANNING**

Our curriculum is continually evolving. We believe that the medium-term documents are working documents and each year a topic is taught, that teachers should strive to tweak and improve the medium term plans as they teach each unit. Also, we link all topics to our English planning wherever possible – see the previous heading How History is taught at Tithe Barn.

**WHAT TEACHERS SAY ABOUT TEACHING HISTORY**

Staff are very positive about the History topics and their knowledge is improving each time they teach a unit. They have used the Historical association resources which they found very useful.

**HISTORY THEMED WEEKS**

In the summer term we did two themed weeks linked to History – one on Monarchy and the other on Elizabeth II linked to the Platinum Jubilee.

Each class had a specific monarch or theme linked to the Queen’s reign and then shared them in a whole school assembly. All the children thoroughly enjoyed the learning and they love looking at the display that I put up in the corridor. I asked for feedback from the staff and everyone loved the concept of a themed week and felt that all the children learnt a lot of new information.

I chose 7 significant monarchs - William the Conqueror, King John, Charles I, Henry VIII, Elizabeth I, Queen Victoria and Elizabeth II. All of these monarchs had a significant impact on History and all staff emphasised this throughout the lessons.

**RESOURCES**

* An outdoor timeline of British History is now in the playground and the children all enjoy looking at it and it can be used by teachers in lessons.
* History Association membership offers staff access to many amazing resources.
* Some themed packs have been ordered to give staff artefacts, posters and timelines.
* High quality texts linked to History are in each year group.

**3. CONCLUSION**

**PRIORITIES FOR FUTURE DEVELOPMENT OF HISTORY**

* Discuss as a staff adding **skills** to the medium terms plans and developing a formalised assessment system across the school.
* Look at EYFS planning to ensure discrete teaching of History skills and vocabulary is being undertaken. Work with EYFS teacher to plan this.
* **Observe History lessons** in Autumn term.
* Regular book scrutinies take place to ensure planning is being delivered.
* Ensure targeted pupil voice takes place.
* Plan a themed week on 1970’s.
* Develop local area topic in Year 5/6 – collect resources and develop links in the local community**.**

**GOVERNOR MONITORING**

The current governor responsible for History is Mr Duffitt. I had a meeting with him to discuss History in the school and I will meet him again this academic year.

Faye Bridgehouse