

## 2.1 Status of history

- The high status of history within the school is reflected by its position in the curriculum. At Ashton Gate history is promoted through a clear curriculum map which focuses on 'Bristolising' the history curriculum (see 1.4 Curriculum Map 2015-2016).
- The curriculum map has been revised and developed since the introduction of the 2014 National Curriculum in order to recognise changes to the history curriculum.
- The curriculum changes of 2014 stimulated a whole school review of how history was taught and how it could be approached in a more innovative and engaging way. All staff participated actively and positively in this review process.
- Some schemes of work have been written by the history subject lead (see 2.1.2 Scheme of work Victorian Bristol), some schemes have been written for the school in partnership with the City Council (see 2.1.3 Chocolate SOW ) and some have been adapted from the HA schemes of work.
- The curriculum map is still being revised, with plans to develop a local WW2 enquiry currently being worked on for year 6.
- Regular staff meetings have had a focus on teaching in history since September 2014 (see 2.2 for more information).
- The school is keen to participate in national history competitions, year 5 are currently writing stories to be entered into this year's historical fiction competition.

## 2.1 Status of history: Assemblies

The status of history is reflected in the frequent focus on history in assemblies. See below, year 6 remembrance assembly and year 3 Egyptian assembly.



## **2.1 Status of history: Parental feedback**

Parent voice feedback is sought at parents' evenings with parents invited to make comments on post-it notes about units covered. Feedback was entirely positive from parents across the school.

### **Parents emphasised and appreciated the variety of approaches to teaching history at Ashton Gate.**

"The project seems to be a great mixture of learning experiences to bring the project to life"

"The history project is good because you learn about different food and what clothes they wore and their lifestyles."

"Really good to be addressing the topic from such a variety of perspectives and ways of learning – you can bring in elements of geography, maths, fashion, creativity etc."

### **Parents liked the input from Bristol museums and felt this enhanced the unit.**

"Erin has loved the Roman topic – she told us she would like to live in this era! She loved having the archaeologist in the class and it thoroughly seemed to engage her."

"Evie really enjoyed the visit from the museum staff. A great way to engage the kids with a hands on experience."

"Zachary really enjoyed the archaeology day and has been mining clay on our allotment and finding old fragments of china and thinking how old they may be."

## **2.1 Status of history: Parental feedback**

### **Parents gave positive feedback about the use of local history.**

“Adam really enjoyed the Romans topic. He relayed a plethora of information about the invading Romans and the environment where they landed at Sea Mills in Bristol.”

“Henry was fascinated by Brunel.”

“Elyssia really enjoys learning about the history of Bristol and all about Brunel. She has even taught me a thing or two!”

### **Parents felt that their children were gaining a love of history through their learning at Ashton Gate.**

“Poppy absolutely loves history and she has learnt so much at Ashton Gate! I have learnt a great deal about the Great Fire of London, the Victorians and other topics from her! She has a really great sense of time and different eras and has been keen to carry on her learning at home!”

“Jamie loved learning about the Great Fire of London. In fact, many weeks after he is still talking about it and reeling off so many facts. Your teaching of history is very inspiring for Jamie.”

“Jimmy has enjoyed the Great Fire of London, he can’t wait for our weekend in London soon.”

“Saskia loved the work on the Great Fire of London and has done some writing on this at home!”



**2.1 Status of history:** Across the school the status of history is promoted through the learning environment. In communal areas, displays on the history of both school buildings encourage children and parents to discuss the history of the local area.



**2.1 Status of history:** In communal areas, such as both libraries, chronology is promoted through timelines.



## **2.2 Organisation and management.**

Before the introduction of the 2014 curriculum, the history subject lead worked with all staff to map out a revised curriculum that met the needs of the new curriculum and focused on introducing new localised historical enquiries. Alongside mapping out the new curriculum the coordinator ensured staff had relevant CPD through holding regular staff meetings as detailed below:

A staff meeting held in October 2014, shortly after the introduction of the 2014 National Curriculum enabled the subject lead to inform staff of the new requirements and Michael Gorely, the local representative from English Heritage's 'Heritage Schools' project, came in to talk to staff about local enquiries and use of the 'Know Your Place' website.

From this staff meeting, it was clear that there was a need for more CPD on how to use an enquiry based approach when few written sources remain. So, in January 2015, the history subject lead held a staff meeting again focusing on the new requirements with a specific focus on a Viking enquiry (See 2.2.2 Staff Meeting January 2015).

From this and less formal support offered by the subject lead, resources and ideas from Historical Association conferences and resources were used to support the development of enquiry based teaching and learning. In March 2015, the school started to work towards the Quality Mark. A staff meeting was held in May 2015 to introduce this and the start of the school's partnership with Jenny Brookes from Trading with Schools (see 2.2 Article by Jenny Brookes) who has worked with the school to develop local schemes of work.

As part of this staff meeting, views were sought from staff of what CPD they required. Some felt that they would benefit from external subject specific CPD, subsequently some teachers attended relevant localised CPD (see 2.2.4 CPD log).

## **2.2 Organisation and Management: Administration of the subject.**

Comprehensive arrangements are in place for the administration of the subject covering the following areas:

- Development and implementation of the school policy for history teaching (see History Policy)
- Planning at medium term and weekly levels
- Assessment
- Observation of teaching and learning
- Selection of resources
- CPD
- Liaison with heritage and relevant community organisations including Bristol City Museums, English Heritage, Clevedon Pier and the Bristol Open Top Bus Company.



## **2.3 Self-Evaluation and Monitoring**

### **Self-evaluation and Action Planning**

There is a consistent whole school approach to self evaluation that applies to all subjects including history. Each subject lead, including the lead for history, is required to complete a comprehensive evidence-based self evaluation and draft History Action Plan at the end of each academic year. The subject lead conducts the self evaluation and drafts the Plan following interviews with pupils and staff. There is an assigned governor for history who also played an active part in this process. The subject governor makes regular history subject learning visits with findings shared both with the staff, the SLT and the full governing body. (See 2.4.2 Governor Learning visit notes).

Self evaluation documents and the draft History Action Plan is scrutinised and challenged by SLT. Once revised it is considered and ultimately confirmed by the Governing Body. The History Action Plan for the following academic year covers development priorities, resources, CPD and planned assessment activities. This Action Plan is reviewed throughout the year to ensure that the targets are met.

This process can be exemplified by the evaluation and planning that took place at the beginning of the academic year 2015-2016 (see subject leader evaluation 2.3.3 and History Action Plan 2.3.4).

## **2.3 Self evaluation and monitoring**

In keeping with the whole school approach to monitoring, the history subject lead carries out regular planning and work scrutinies along with lesson observations. Each scrutiny or observation is followed up by feedback and support from the history subject lead. The following information both details the process and illustrates the impact that monitoring has had.

### **Work scrutiny**

There is a rolling programme of scrutiny. In the Autumn of 2015, the history subject lead carried out a work scrutiny for KS1 and KS2. This highlighted the need for further work on marking guidance for history skills and the development of our approach to history assessment. In April 2016, the subject lead held a staff meeting to introduce the new marking guidance (see 2.2.5) and the revised assessment recording sheets (see 1.3.2).

### **Observations**

In the summer of 2015, the history subject lead was observed by SLT teaching history. Throughout the academic year 2015-2016, the history subject lead has been working to observe teachers in each year group of KS1 and KS2; this has been followed up with individual feedback with a focus on teaching linked to the development of historical enquiry skills.

## **Assessment**

For information about our approach to assessment see 1.3. Following the introduction of the new curriculum, the history subject lead developed assessment recording sheets to enable teachers to monitor the progress of their pupils in historical skills and concepts. The methods of monitoring impact on children's learning. It has been undergoing development with new assessment recording sheets for each year group (see 1.3.2 Year group assessment sheets) being introduced in April 2016.

## **2.4 Support of Staff**

The subject lead provides support for staff through regular staff meetings. These are focused on the CPD that is required following discussions with staff, observations and work and planning scrutinies (see 2.2 for examples of staff meetings held). This monitoring system enables the subject lead to identify specific and collective needs of staff.

There is strong support for the subject lead from SLT, who have provided support and encouragement during the Quality Mark process. SLT has supported the professional development of the subject lead who has attended the annual residential Historical Association conference for each of the last two years. The subject lead has also attended other national events such as the Schools History Project. With support from SLT the subject lead participates actively in local history-related CPD. The school is a Heritage School and the subject lead attends regional Heritage School networking events. The SLT have also supported the work between the subject lead for history, other subject leads and specialist staff from Bristol City Council in developing new schemes of work. The history-specific governor has also provided ongoing support through her learning visits and reports (see report from history governor 2.4.2).

## **2.5 CPD Programme.**

The school is an active member of the HA. HA conferences are attended by the subject lead who then feeds back to staff during history staff meetings. Resources published by the HA are used throughout the school. For example, the history subject lead was in contact with the HA when they were first publishing the Mayan scheme of work and used the draft scheme to help develop the school's plans (see Mayan scheme of work).

History CPD has had a high profile in the school, as evidenced by the regular staff meetings (2.2/2.3). These have included talks by the history subject lead and external experts. The content of the CPD is linked to the specific needs of staff (see 2.2 for more details).

The school is part of English Heritage's 'Heritage Schools' programme and as part of this the history coordinator has attended networking events and spoken at the Celebration event about the development of the local Victorian scheme of work. The school has close links to the English Heritage representative for Bristol, and this has led to work with the school, English Heritage and Show of Strength Theatre. The subject lead has made links with Hannah More primary school in Bristol, who have also applied for the QM and has been sharing ideas and best practice with them. As part of this a history moderation group is being set up to share samples of work.

The subject lead also has links with the history subject leads at St Mary Redcliffe and Southville primary school, who are part of the school's cluster group. The school regularly has whole school CPD with these schools at which the subject leads share good practice collectively.

The subject lead and other staff are encouraged to also attend external history CPD (see 2.2.4).

## 2.5 Impact of CPD

There are many examples of the impact of formal and informal CPD on the whole school. During the last two years these have included:

- Staff meetings with a focus on enquiry based approach across the whole school for all units. Evidence from lesson observation and work scrutiny indicated that history was increasingly and consistently taught on an enquiry basis.
- Staff meetings looking at local resources and approaches to local history. Monitoring indicated positive evidence of impact e.g. Local aspects of Roman history in the Y4 Roman unit, a new Y5 enquiry into the Victorian history of Bedminster, the Y5 unit on Chocolate and the Bristol chocolate industry and the Y6 Crime and Punishment study.
- Staff meetings with a focus on good practice in assessment and marking in history. Monitoring indicated increasingly improved marking and assessment practice
- Year team history meetings for Y2 teachers to introduce the new Darwin, Grace Darling and Edwardian holidays units of work. This was part of a radical expansion of history as a result of the approach to the introduction of the 2014 national curriculum. Monitoring showed effective and engaging enquiry based work.



## 2.6 Parents and Media

Views of parents on the provision of history and other subjects at the school is valued. These views are sought at parents' evenings and at history celebration events and trips. At parents' evenings, parents were asked to make written comments about the history units their child has been studying. The results of this survey were highly encouraging and endorsed the engaging enquiry-based approach that the school has been following. Evidence of this positive feedback from the history units studied so far in the academic year 2015-2016 is shown in 2.1 above. The history subject lead collects all comments in and collates these to monitor the views of parents.

Parents are invited in to celebrate children's learning in history for example in history based class assemblies, through exhibitions of their work (such as year 6's WW1 exhibition) and through events such as the Beowulf story telling afternoon. At these events, parents views are sought and these are fed back to the history subject lead. Again the feedback endorsed the school's approach.

History-themed homework is set to encourage and facilitate a discussion between pupils, teachers and parents about the enquiries being studied. See year 3 homework and year 5 homework examples (2.6).

