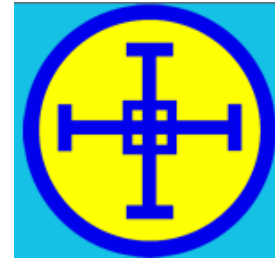


1.1 Understanding among pupils of the purpose of studying history

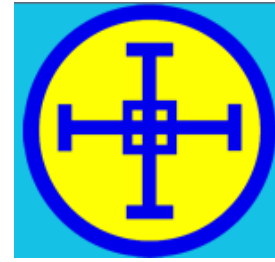
Subject leaders at All Saints Primary School often hold pupil interviews as part of the monitoring process. Therefore here is a screen grab of the questions and responses the History Co-ordinator asked a cross-section of children from each year group. Whilst most answers were age related responses, some children were unclear or didn't use historical terminology instinctively. Responses from the children highlighted areas that needed to be developed and this was fed back to staff during CPD.



	Year 1 -	Year 2 -	Year 3 -	Year 4 -	Year 5 -	Year 6 -
What is 'history'?	<ul style="list-style-type: none"> How things work - 	<ul style="list-style-type: none"> It's like a history book - It tells you about things that happened a long time ago - 	<ul style="list-style-type: none"> It's when you learn about the Romans or what has happened in the past - 	<ul style="list-style-type: none"> Things that we can learn about from a long time ago - 	<ul style="list-style-type: none"> It's something that has happened in the past and it can be remembered on a certain date - both 	<ul style="list-style-type: none"> It's what has happened in the past. Sometimes it can be something that has become famous' -
What can we learn from history?	<ul style="list-style-type: none"> Lots of different things, things that you haven't done before' - 	<ul style="list-style-type: none"> What happened a long time ago - 	<ul style="list-style-type: none"> We can learn facts from what happened' - 	<ul style="list-style-type: none"> What people were like and what they did in the past and why they did it' - 	<ul style="list-style-type: none"> We can learn a lot about what happened in the past. Sometimes we can then use this to help us learn in the future' - We can use things that have happened in the past to help us in the future' - 	<ul style="list-style-type: none"> For example, we can learn about what happened and how it happened, what was made, would we be here if things we were different, learn how we got to where we are today' - both
How do we learn about history?	<ul style="list-style-type: none"> Looking at videos and pictures' - 	<ul style="list-style-type: none"> In the books it tells you all about what happened a long time ago' - 	<ul style="list-style-type: none"> Pictures' - Objects' - TV' - 	<ul style="list-style-type: none"> From different sources' - Sources like pictures, clips, books, maps, objects, the ground' - 	<ul style="list-style-type: none"> We can use the internet as a source' - We use lots of sources like books and the internet. You can do it practically' - 	<ul style="list-style-type: none"> We use books, pictures, writing, video clips, objects, portraits, maps' - both

1.1 Understanding among pupils of the purpose of studying history

Continued.



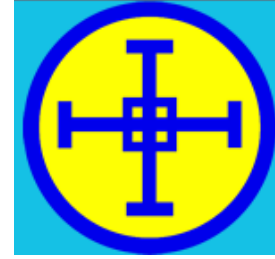
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<p>Do you like learning History. why or why not?</p>	<ul style="list-style-type: none"> 'Yes because we do lots of different things' - [redacted] 'Yes because different things happen (in history)' - [redacted] 	<ul style="list-style-type: none"> 'Yes because we can learn everything from it' - [redacted] 'Yes because when you get older you will know the answers' 	<ul style="list-style-type: none"> 'Yes because history gives you lots of information about what happened in the past' - [redacted] I like learning lots of different things which I didn't know before' - [redacted] 	<ul style="list-style-type: none"> I really enjoy it. I just wish we did it for longer' - [redacted] I enjoy history. I would like to keep doing more of it' - [redacted] 	<ul style="list-style-type: none"> 'Yes because it's fun! We do lots of different subjects in history, like art' - [redacted] 'Yes because it's fascinating when you learn about history, especially how we developed (humans)' - [redacted] 	<ul style="list-style-type: none"> 'Yes it because it teaches me about the past and it makes me feel grateful' - both
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<p>What do you enjoy doing in History?</p>	<ul style="list-style-type: none"> I enjoy writing! - [redacted] Making the Great Fire of London house by cutting and using glue' - [redacted] 	<ul style="list-style-type: none"> We have liked learning about the Wright Brothers' When we had to order transport parts which was using our maths' - [redacted] 	<ul style="list-style-type: none"> When you draw objects' - [redacted] When we look at different objects from the past' - [redacted] 	<ul style="list-style-type: none"> My favourite was when the Museum came in' - [redacted] 	<ul style="list-style-type: none"> I loved the Roman Day, Tudor Day, Egyptian Day because you actually got to dress up and become those people' - [redacted] I really enjoyed Egyptian because I went home and made a big pack of information all about our Egyptian day. It was a bit of information booklet' - [redacted] 	<ul style="list-style-type: none"> When the British Legion came in and the World War workshops that we did. We got to go in trenches and go on a real motorbike' - [redacted]
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1.1 Understanding among pupils of the purpose of studying history

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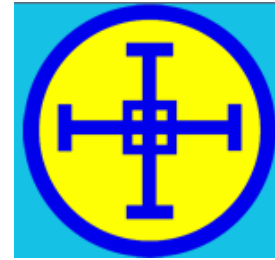


What do you find hard in history?	<ul style="list-style-type: none"> 'How things worked' 	<ul style="list-style-type: none"> 'Remembering facts' 	<ul style="list-style-type: none"> 'When it's a new topic' 	<ul style="list-style-type: none"> 'Sometimes it can be hard to learn from an artefact' 	<ul style="list-style-type: none"> 'So if I miss a lesson, because we do it based on a timeline, it can be difficult to catch up' 	<ul style="list-style-type: none"> 'I find it hard to believe what happened in the past' 'Wanting to know if it's true or not' - Kan
Tell me about your home learning project	<ul style="list-style-type: none"> 'Ask people at home questions' 	<ul style="list-style-type: none"> 'They were really fun and we worked with people at home - Dania asked it because it was only' 	<ul style="list-style-type: none"> 'I really enjoyed making my time machine because I got to work on it with my mum and dad' 	<ul style="list-style-type: none"> 'I enjoyed making my Egyptian board game because it was nice working at home with my mum' 		<ul style="list-style-type: none"> 'My Egyptian board game helped me to learn because I had to write the answers. It was a fun way of learning'

Do you think learning History is important, why or why not?	<ul style="list-style-type: none"> 'Yes because you learn different things and history' 	<ul style="list-style-type: none"> 'Yes, really important' - Dania 'It's important because we wouldn't know!' 	<ul style="list-style-type: none"> 'Yes because we can't just forget about people from the past!' 	<ul style="list-style-type: none"> 'Yes because I want to be a teacher when I am older' 	<ul style="list-style-type: none"> 'Yes because you need to know about how things have changed' 'Yes because if you want to become a historian, you need to know these things. It's also important just for life' 	<ul style="list-style-type: none"> 'Yes of course because we need to learn about all of the different people. It helps us for the future'
How often do you do History?	<ul style="list-style-type: none"> 'A little bit' 	<ul style="list-style-type: none"> 'I always do it at home as well as at school' 	<ul style="list-style-type: none"> 'We do it once a week' 	<ul style="list-style-type: none"> 'Once a week but we would like to do it more because we really enjoy it' - both 	<ul style="list-style-type: none"> 'Once a week' 	<ul style="list-style-type: none"> 'Once a week, sometimes twice'

1.1 Understanding among pupils of the purpose of studying history

These are extracts from lesson observations where the skills being taught are history focused or the lessons driven by history. The feedback highlights the motivation and understanding of the children in the lessons.



Screen grabs from a lesson observation feedback form. This lesson took place with a year 2 class where they were recounting a Tudor Feast based on their recent visit to a local Tudor house—The Oak House situated within our local area, West Bromwich.

Cross curricular links to History are rich and creative. The class room is welcoming and well organised and resources are selected and presented to engage and motivate learners. Your LSP is given the role of bringing in the sealed invitation to the Tudor feast which sets a context to imagining what it would be like and your "time portal" which allows them to travel back to 1490. Children have pomanders, pies, candles, goblets and herbs **to stimulate ideas and language** which **impacts positively** on their vocabulary choices. You use video footage of a Tudor feast which **appeals to visual learners** and the soundtrack of Tudor music also **creates an atmosphere that takes the children to an unfamiliar setting which they can begin to make sense of.** The recent phase trip to Oak House also helps and is referred to and again children can make connections between the house they walked around and the footage you are showing them and this helps to transport them to a different time and place. Whilst the footage is playing you provide a very good quality commentary which sets the scene and tells the story of the feast and the entertainment. As you deliver the commentary you draw learners in and encourage them to develop tier describing skills e.g. *"look at that dress Lydia- can you describe it to me? Look at that roast chicken- smell the chicken-take a big bite of the chicken now grab your tigg and pass it around."* **By using your own experience of Oak House and your Tudor subject knowledge you are able to model attention to detail, description and play with language** which is what you expect the children to do for themselves. **Children are highly engaged by this and are heard to ask to watch it again as they enjoy it.** Later they are seen to use this experience to support their writing which demonstrates the impact of good quality resources being used well. The table top resources

General Progress:

Children make very good progress because activities are progressive and support independent writing well. Group targets are clear and reinforced throughout.

Teacher subject knowledge is secure of both recounts and The Tudor topic so able to provide good quality, stimulating commentary and questions throughout to shape ideas. The rainbow strategy is used well and is a quick, motivating and effective method to generate

with the lot of directing her to work with someone that needs it most.

Children are very motivated and inspired to write. They are mature and co-operate with each other well. The imaginative approach to the lesson allows them to role play and think of themselves in Tudor Britain and what it might be like to experience that time. Children are supported in taking responsibility for their learning and using tools and tips to help themselves.

Children are highly engaged, captivated and motivated. You ask things

Screen grab from a lesson observation feedback form.

This lesson took place with a year 3 class where they were questioning the reliability of sources. The feedback shows that the children were motivated and engaged in their learning. When they were questioned about their learning the majority were able to articulate **what** they were learning, **why** they were learning it and **how** they were going to learn within the lesson.

Elements which promote effective learning

- Resources are selected to **capture interest, make clear teaching points and allow the children to practice and apply the intended skills.**
- **High expectations** throughout.
- Pupil talk is rich and opportunities for them to work together, practice key skills and make their own choices are plentiful.
- You are **clear and focused on the skills** you want them to practice and apply (critical thinking, questioning, analysing, debating and reasoning) and so select activities well and use questions well.
- **Constantly referring to the skills you are looking for so children know what they have to demonstrate to be successful.**
- You adjust your lesson to match the flow of the lesson, to capitalise on the learning and respond to pupil needs. It is right to change direction and abandon the "letter writing" activity to keep promoting the skills rich learning that you have.
- **Children have the time to practice and apply key skills.**
- **Teacher feedback is of good quality and it informs pupil's choices.**