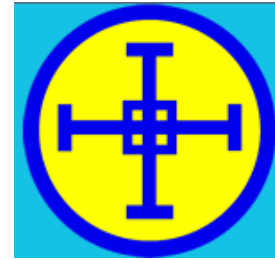


2.2: Organisation and Management: What structures for organising and administering history are in place?

Here is a blank survey sent out to staff to identify emerging needs in history, and highlight successful practice. Over the page are extracts from completed surveys. The areas for development were assessed and addressed as appropriate



Blank questionnaire

Hello everyone :-),
 To enable me to assess history provision within the school, I would be really grateful if you could spare 10 minutes to answer the questions below. Hopefully this will help in developing a history curriculum that will fit the needs of all of our children best.
 Please take the time to complete it, thank you.
 Mrs C. Gagne

Page 1

How important do you think that history is within the primary curriculum?

Unimportant = 1 2 3 4 5 = Important

Which of the following are generally the basis of your history lessons?

(Tick as many of Factors and 2 being a very nice feature)

| | | | | | |
|------------------------------------|---|---|---|---|---|
| Cause and consequence | 1 | 2 | 3 | 4 | 5 |
| Chronology | 1 | 2 | 3 | 4 | 5 |
| Interpretation | 1 | 2 | 3 | 4 | 5 |
| Characteristic features of periods | 1 | 2 | 3 | 4 | 5 |
| Enquiry | 1 | 2 | 3 | 4 | 5 |

Approximately how much time do you devote to teaching history as a separate subject each week?

Which resources do you primarily use when teaching history?

| | |
|---------------------|--|
| Video Clips | |
| Artefacts | |
| Images | |
| Text Books | |
| Speakers | |
| Any other resources | |

Approximately how much additional history activity arises from other aspects of the curriculum?

Do any of the following restrict your teaching of the subject?
 (Tick as many as are appropriate)

| | |
|---|--|
| Lack of personal expertise or knowledge | |
| Lack of available resources | |
| Other subjects take precedence | |
| Please explain if you wish or mention any other issues that aren't mentioned above. | |

Do you regularly assess history?
 YES/NO

Do you feel confident in your ability to assess the history work of pupils?
 YES/ NO

If yes, how regular?

If you do, in what form does this take?

Are there any changes that could be made within the school that would make it easier for you to teach history?

YES / NO
 Please describe these briefly: _____

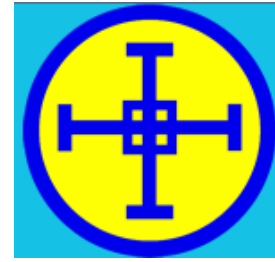
Are there any other areas of concern that have not been identified in this questionnaire?

Please elaborate: _____

Thank you so much for your time

2.2: Organisation and Management: What structures for organising and administering history are in place?

Continued



Do any of the following restrict your teaching of the subject?
(Tick as many as are appropriate)

| | |
|---|---|
| Lack of personal expertise or knowledge | No |
| Lack of available resources | At times, although there is a lot of things readily available on the internet |
| Other subjects take precedence | Occasionally |

Please explain if you wish or mention any other issues that aren't mention above:
To elaborate on the lack of available resources—we don't have a lot of physical objects. Period clothing would be good to add an extra dimension to drama. Textbooks with source-based activities would also help.

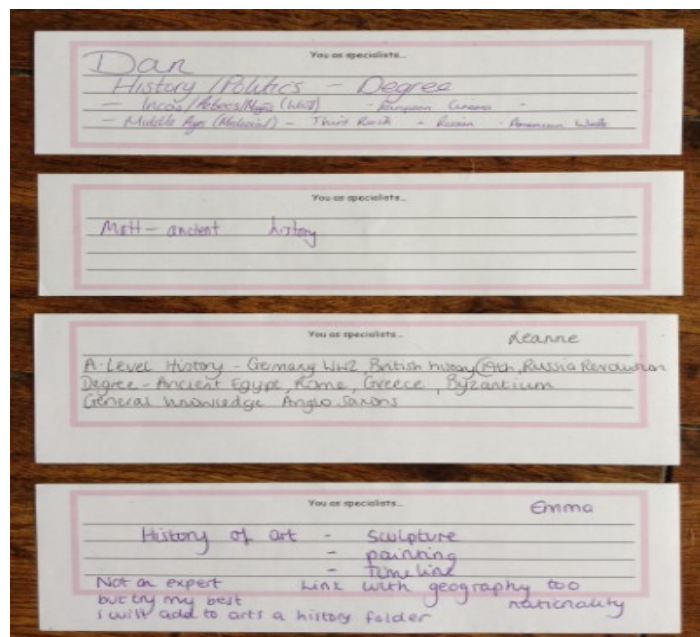
This response highlighted the need for more resources to respond to new topics covered under the new National Curriculum. Below shows a snapshot of the breadth of newly purchased 'physical objects', period clothing being used within lessons and text books to enhance learning.

Children wearing furs as part of Stone Age Day

A vast array of newly purchased resources stored in a new 'easy to locate' storage system



A particular response from a survey highlighted that it would be valuable to draw on peoples specialisms. Therefore, during a history CPD meeting staff were asked if they were 'specialists' or held a particular interest in any area historically related area. This proved useful when requiring specific subject knowledge or guidance on particular topics.



Folders accessible to all staff on the Schools Drive which respond to suggestions and needs of staff

- History
- 2014 History Curriculum
 - Coelus Education Course
 - Letters
 - Quality Mark Evidence
 - Topic Planning That Compliments Th...
 - Action Plan
 - Cross-Curricular Planning
 - Museum in a Box
 - Staff Historical Site Photographs
 - VE Day
 - Archaeology
 - For the Schools Website
 - Ofsted & History
 - Staff Meetings
 - What We Do Well
 - Assemblies
 - History Planning
 - Photographic Evidence
 - Teaching Resources
 - Whole School Slips for books
 - Assessment
 - History Policy
 - Progression
 - Timetables