KING EDWARD’S PRE-PREP

THIS DOCUMENT IS TO SHOW KEY STAGE 1 TEACHERS THE IMPACT OF INCLUDING CHILDREN’S VOICE IN THE PLANNING AND DELIVERY OF THE HISTORY CURRICULUM 2016/2017 COMPARED TO 2017/18.

IMPACT REPORT OF CHILDREN’S VOICE ON HISTORY IN KEY STAGE ONE

**STAFF INSET NPQH HOME SCHOOL PROJECT**

**Improving the levels of children’s voice within HISTORY**

**Rights Respecting Schools research: “Children as co-producers of teaching.” There is a moral prerequisite that pupils are encouraged and allowed to express their views on matters that affect them, including school-related issues and forms of assessment.** (UNICEF and the UN Convention on the Rights of the Child)

**“Empowering children to be confident learners”** Shirley Clarke

The results of international research reveal that schools where children see their voice is being listened to experience a decrease in behavioural issues (including inappropriate classroom chatter) and an improvement in the levels of children’s sense of ownership, enjoyment and inclusion in their learning. Children were interviewed from Year 1 upwards.

The evidence concludes that children prefer **interactive** and **investigative** activities arranged on a **carousel** of activities and **peer-driven** where the children get chances to talk to other children about their learning. Other components include a variety in teaching styles that break from routines and input from different teachers (from Year 2 onwards). Children like clear success criteria and learning objectives (something we don’t do in Topic).

**The Aim:**

* To use elements of the criteria included in *rights respecting* research to help improve the levels of “children’s voice” as a means to gather measurable evidence that we are moving a greater proportion of our children from the **expected** to the **exceeding** levels of attainment.
* Focusing **on Understanding the World** in EYFS and **History** at KS1.

**Characteristics of the project:**

* Move away from more prescriptive schemes of work with suggested activities to more immediate planning that is based upon evaluations of the content of the previous lesson
* More formal tracking of children’s attainment as a means of focusing attention on what is needed to move children from expected to exceeding
* Include overt evidence that the children’s ideas and questions are forming part of the content of the curriculum – increase their sense of ownership for their learning and progression
* Success criteria - what does excellence look like?
* The children know the end goal but the journey is more independent and personalised
* Less emphasis on “teacher talk”

**Early goals:**

* \*Pre-planning include a session in your **stunning start** to gather the ideas/existing knowledge & understanding/questions from each member of the class (preferably).
* Make a mind-map /spidergram where any overlaps or connections can be made so the children can see how their ideas relate to others within the class.
* Display the finished chart of children’s ideas and questions in the class. It’s a good idea to include the child’s name next to their idea or question. Refer to when an opportunity arises to cover/teacher/facilitate an individual child’s input. Refer back to the class
* Have a sketch of a timetable with some investigative/enquiry-based activities that could help to cover the areas identified by the children. Should we go down the route of having mini-projects that culminate one larger piece of finished work – riting/drama/presentation/poster?
* Link curriculum objectives & key subject skills to the individual activities (ONGOING)
* \*\*(EYFS & KS1) to carry out a baseline assessment for any new children to the school.

\*The first point to be achieved asap.

\*\*The last to be completed by the October half-term

**Potential outcomes to the project:**

* Improve quality of classroom chatter – making children’s talk more learning focused on the learning within History & Geography.
* To balance the opposing needs for teachers to see children finish work and the more important need to get them to understand the concepts/skills covered in each activity.
* To make verbal feedback/marking more specific to how children can improve specific subject-related skills.
* To develop activities that can be used as assessment pieces that allow children the opportunity to demonstrate their understanding and to help inform teachers’ planning, tracking and report-writing.
* Updated our bank of ideas for stunning starts and investigative activities.

Stuart A C Boydell MEd MRHistS

Senior Teacher

Head of Humanities

**How do we raise the level of the children’s engagement in, and ownership of, their own learning?**

**Aims:**

* To raise the level of the children’s voice within their own learning;
* To raise children’s understanding and ability to generate questions;
* To raise children’s thinking skills;
* To improve levels of enquiry skills across the topic subjects;
* To bring KS1 more in-line with the latest research coming out of the EYFS – children are given greater independence to shape their own learning and teachers use those interests to cover the curriculum;

**Proposed strategies:**

* Before a new topic gather the children’s ideas, questions and notes on their current knowledge and interests;
* Plot the children’s questions and/or areas of interest against subject specific skills (must make sure that we get the full coverage of the NC PoS and skills for KS1);
* Plan/amend existing schemes of work to meet the children’s interests;
* Be open to a sudden change of direction during the term if an interesting opportunity for T&L is raised by the children;
* Plan individual lessons around a target question which was gathered before the start of the topic;
* Have half-termly **Explorer Afternoons** – one where the children work on a cross-curricular project that focuses on a teacher-initiated problem (related to the topic), but which has very clear “emotional” ties that make the children want to solve the problem. The where the children work collaboratively/independently on questions that they have raised as areas they identified as being something they want to learn to a greater depth (again related to the topic). Something that is investigative where they can work collaboratively in groups following on from homework that has built up towards the children creating something;
* During Milk & Apple times/before register times when the children are settling into the day/afternoon etc: have a problem/question that the children can sit and ponder/discuss/answer. Ideally these questions/problems should not have clear definite right/wrong answers such as a mathematical problem.

**Early gains:**

* Start the daily (near daily) problem solving strategy
* Have gathered questions/ideas for study before the end of this term to help inform planning for next term.

**History Topic ASSESSMENT & Analysis 2015/16:**

|  |  |  |  |
| --- | --- | --- | --- |
| Term | Topic | Summary of initial assessment – focus areas during the topic | Summary of end of topic assessment –focus areas in the following topic |
| Autumn 2017 | The Georgians in Bath (Year 1) | Not tested | Not tested |
| Victorian Adventure (Year 2) | The initial assessment is based on teacher assessment following the initial few lessons and culminating in the diary writing following Sevington (cross-curricular links & assessment opportunities). There are a number of areas that need addressing, especially for children who are new to KESPP (this September and/or have SEN). Main focus areas for the topics include: constructing the past and extracting information from artefacts. | It appears that the area that is ready for challenge and development beyond expected levels is a focus on Historical Enquiry - getting the children is to get them to think more critically about the usefulness of sources and parts of sources to answer historical questions. The other main area for development into the exceeding range is to start challenging the children to provide more valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently. |
| Spring  2018 | Knights & Castles (year 1) | Carmon, Auberon and Em clearly will need differentiated work during this topic. They have got the understanding and the ability to explain and interpret information.  The other children will need to look at a focus on one aspect of historical knowledge and historical concepts in this topic. |  |
| NO YEAR 2 HISTORY | NO YEAR 2 HISTORY | NO YEAR 2 HISTORY |
| Summer  2018 | Reception – (feeding into start of  Year 1 for 2016-17) |  |  |
| Journeys (Year 1) |  |  |
| Space exploration (Year 2) |  |  |

**Data-analysis: How has engaging in children’s voice improved the standard of progression in History in KS1?**

**Year 2**

**AUTUMN 2017 Year 2: Victorian Adventure (initial teacher assessment) TRIAL – based on teacher assessment BEFORE CHILDREN’S VOICE**

Key: **>W** = children working below

W= working towards

M= Meeting expectations

E= Exceeding expectations

3= working within Year 3

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Constructing the past** | **Sequencing the past** | **Change & development** | **Cause & effect** | **Significance & interpretations** | **Planning & carrying out an enquiry** | **Using sources as evidence** | **INDIVIDUAL/GROUP TARGETS – DURING TOPIC** |
| Salman | W | W | W | W | W | W | W | To extract information from artefacts |
| Octavia | M | M | M | M | W | W | W | To extract information from artefacts |
| Hugh B | M | M | M | M | M | W | M | To start to ask valid historical questions |
| Amelie B | E | E | E | E | E | E | E | Identify similarities & differences across a time period - independently |
| Allegra | W | W | W | W | W | W | W | To extract information from artefacts |
| Eric | W | M | W | W | W | M | |M | Identify similarities & differences across a time period - independently |
| Herschel | M | M | M | M | W | M | W | To extract information from artefacts |
| Isabel | W | W | W | W | >W | W | W | To extract information from artefacts |
| Ben | W | M | M | W | M | W | W | To extract information from artefacts |
| Yasmin | W | W | W | W | W | W | W | To extract information from artefacts |
| Amelia | >W | >W | W | >W | >W | >W | >W | To extract information from artefacts |
| Drummund | W | W | >W | W | W | >W | W | To extract information from artefacts |
| Emily | W | W | W | W | W | W | W | To extract information from artefacts |
| Hugh M | M | M | M | M | W | M | M | To identify at least one cause & effect |
| Charlie | >W | >W | >W | >W | >W | >W | >W | To extract information from artefacts |
| Rachel | M | M | M | M | M | M | M | To identify at least one cause & effect |
| Sophiue | W | W | W | W | W | W | W | To extract information from artefacts |
| Tia | >W | >W | >W | W | >W | W | >W | To extract information from artefacts |
| James | E | E | E | E | E | E | M | Identify similarities & differences across a time period - independently |
| Jake | E | E | E | E | E | E | M | Identify similarities & differences across a time period - independently |
| Zac | W | M | M | M | M | M | M | To identify at least one cause & effect |

**AUTUMN Year 2: (end of topic following Children’s Voice trail) based on lesson evaluations and peer as well as teacher assessment for ‘Victorian Adventure’ AFTER CHILDREN’S VOICE HAS INFLUENCED TOPIC CONTENT AND TEACHING ORDER.**

Key: **>W** = children still working below

W= working towards

M= Meeting expectations

E= Exceeding expectations

3= working within Year 3

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** | Constructing the past | Sequencing the past | Change & development | Cause & effect | Significance & interpretations | Planning & carrying out an enquiry | Using sources as evidence | **INDIVIDUAL TARGETS – FOR NEXT TOPIC** |
| Salman\* | M | M | M | W | M | M | M | Salman needs more opportunities to raise questions about the artefacts he uses. Support him by using things that knows well and see what that tells him about the people who use those things – try to extend that to objects he is not familiar with |
| Octavia | £ | E | E | E | M | M | M/E | Octavia needs to be able to provide more valid questions for different enquiries. She uses appropriate vocab confidently. |
| Hugh B | 3 | E | 3 | E | 3 | E | E | Hugh is a very able historian, but she needs more confidence with her own interpretations – needs to be encouraged to think more critically. |
| Amelie B | 3 | 3 | 3 | E | 3 | 3 | E | Amelie B still needs more support to think about ways to record history. She is excellent at raising questions for enquiries. |
| Allegra\* | M | E | M | M | M | E | M | Allegra needs more support to think about ways she can find out more about artefacts and people in the past. She is less confident at raising questions about the past. |
| Eric | E | 3 | E | E | E | E | M | Eric is an able historian. He needs support to raise questions for historical research and begin to think more critically about the sources he uses. He has not made as much progress as expected. |
| Herschel | 3 | M | M | M | M | M | M | Herschel now needs to begin to draw comparisons across within and across different time periods |
| Isabel | 3 | E | E | M | E | M | M | Bella is an able historian. She now needs support to help him raise her own questions for historical research and begin to think more critically about the sources she uses. |
| Ben | 3 | 3 | M | M | M | M | M | Ben needs more support to begin to be more critical about the usefulness of sources and parts of sources to answer historical questions |
| Yasmin\* | M | M | W | M | M | M | M | Jasmin needs to work more independently to draw up a range of similarities & differences within a specific time period |
| Amelia\* | M | 3 | M | W | M | M | M | Amelia needs to identify a few relevant cause &effects for some of the main events covered. |
| Drummond | 3 | M | M | E | M | M | M | Drummond needs more support to begin to be more critical about the usefulness of sources and parts of sources to answer historical questions |
| Emily\* | 3 | E | E | E | M | M | E | Emily is an able historian, but she needs more confidence with her own interpretations – needs to be encouraged to think more critically. She has made good progress. |
| Hugh | 3 | 3 | M | W | M | W | W | Hugh M needs much more support to grasp cause & effect – this something that is part of his IEP and is not specific to his history work. In history George needs more support to raise questions about historical research. |
| Charlie | 3 | 3 | 3 | 3 | 3 | E | E | Charlie is an exceptionally able historian. He has strong critical thinking skills. He needs to be given Year 3 objectives in the next topic particularly interpretation and use of artefacts.  Charlie has done a large amount of his own personal research. This needs assessing. |
| Rachel\* | 3 | M | M | M | M | M | M | Rachel now needs to begin to draw comparisons across within and across different time periods |
| Sophie | 3 | M | M | M | M | M | W | Sophie needs to start draw connections between different features across national and local history |
| Tia | E | E | E | E | E | E | M | Tia needs more support to begin to be more critical about the usefulness of sources and parts of sources to answer historical questions |
| James | 3 | 3 | 3 | E | 3 | 3 | M | James needs more support to begin to be more critical about the usefulness of sources and parts of sources to answer historical questions |
| Jake | E | E | E | E | E | E | E/M | Jake needs a little more support to begin to be more critical about the usefulness of sources and parts of sources to answer historical questions. He is getting there, but neds to be more independent! |
| Zac\* | E | E | E | E | E | E | M | Zac is getting better at being able to analyse the usefulness of artefacts but he still needs more support to think critically. |

\*Have SEN/EAL support

**RATE OF PROGRESS FROM PREVIOUS YEAR 2 WITHOUT CHILDREN’S VOICE:**

**AUTUMN 2016 Year 2: Victorian Adventure (initial teacher assessment) TRIAL – based on teacher assessment**

Key: **>W** = children working below

W= working towards

M= Meeting expectations

E= Exceeding expectations

3= working within Year 3

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Constructing the past** | **Sequencing the past** | **Change & development** | **Cause & effect** | **Significance & interpretations** | **Planning & carrying out an enquiry** | **Using sources as evidence** |
| Alexander | W | W | W | W | W | W | W |
| Joshua | M | M | M | M | W | W | W |
| Jack | M | M | M | M | M | W | M |
| Beatrice | M | M | M | M | M | M | M |
| May | W | W | W | W | W | W | W |
| Larissa | W | M | W | W | W | M | W |
| Theo | M | M | M | M | W | M | W |
| Jake | W | W | W | W | >W | W | W |
| Bella | W | M | M | W | M | W | W |
| Harriet | W | W | W | W | W | W | W |
| Jacky\* | >W | >W | W | >W | >W | >W | >W |
| Pia\* | W | W | >W | W | W | >W | W |
| Oli L | W | W | W | W | W | W | W |
| Olivia | M | M | M | M | W | M | M |
| George\* | >W | >W | >W | >W | >W | >W | >W |
| Ernie | M | M | M | M | M | M | M |
| Ollie P\* | W | W | W | W | W | W | W |
| David\* | >W | >W | >W | W | >W | W | >W |
| Jacob | M | M | M | M | M | M | W |
| Sophie | W | M | M | M | M | M | W |
| Leo | W | M | M | M | M | M | M |

**AUTUMN Year 2: (end of topic)**

Key: **>W** = children still working below

W= working towards

M= Meeting expectations

E= Exceeding expectations

3= working within Year 3

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** | Constructing the past | Sequencing the past | Change & development | Cause & effect | Significance & interpretations | Planning & carrying out an enquiry | Using sources as evidence |
| Alexander | M | M | M | M | M | M | M |
| Joshua | E | E | E | E | M | M | M/E |
| Jack | E | E | E | E | E | E | M/E |
| Beatrice | E | E | 3 | E | E | E | E |
| May | M | M | M | E | M | W | M |
| Larissa | M | E | M | M | M | E | M |
| Theo | M | E | E | E | M | M | M |
| Jake | M | M | M | M | M | M | M |
| Bella | E | E | E | M | E | M | M |
| Harriet | M | M | M | M | M | M | M |
| Jacky\* | M | M | W | M | M | M | M |
| Pia\* | M | M | M | W | M | M | M |
| Oli L | M | M | M | E | M | M | M |
| Olivia | E | E | E | E | M | M | E |
| George\* | M | M | M | W | M | W | W |
| Ernie | 3 | 3 | 3 | 3 | 3 | E | E |
| Ollie P\* | M | M | M | M | M | M | M |
| David\* | M | M | M | M | M | W | W |
| Jacob | E | E | E | E | E | E | M |
| Sophie | E | E | E | E | E | E | M |
| Leo | E | E | E | E | E | E | E/M |

\*Have SEN/EAL support

Moderating Children’s History Books, Planning, Lesson Evaluations & Tracking

**Date:**

**16.1.18**

A sample of 6 books examined by Stuart Boydell

* EAL
* Under performing (please give details)

………………………………………………………………………………………………………

**Focus group (Tick one):**

* G&T/More able
* SEN
* Gender (please specify) ………
* Year group (please specify) …………….

**Year group:**

**2**

**Teachers:**

**Miss Williams & Mrs Roxborough- Smith**

|  |  |
| --- | --- |
| **Marking**   * Is the work marked appropriately, according to the marking policy? * Is there a response leading to dialogue? * Is there a pertinent comment e.g. about how the work meets success criteria? * Is there a target set? | The marking is consistent across the year two classes. It is generally provided during the lesson and occasionally forms part of a dialogue between the child and the CT. Children’s individual comments are noted on sticky labels and stuck into the relevant pages. This helps to give the reader a sense of the children’s voice in their learning as well as the levels of children’s understanding. It works well with the assessment and tracking device being trialled this term. |
| **Standard of work & level of challenge**   * Is the work legible and well presented? * Is the task appropriate to the age/ability of the student? * Is the work challenging? * Has the student engaged with the task? | The sample books were very well presented and showcase a busy term with lots of cross-curricular activities which uses a historical context well. The books are consistently neat and were nice to look through. The children have enjoyed and been very engaged in their work, which is clearly demonstrated through photographic evidence and their written/artistic recording. I’m pleased to see evidence of ICT in History.  The work is challenging, but highly achievable for Year 2 children in the Autumn Term. |
| **Differentiation**   * Is there evidence of differentiation by task or by outcome? * Is there evidence of extension activities for more able students? * Is there evidence of support procedures for low achievers? | Differentiation is recorded on the class teachers’ lesson evaluation comments, which show that the teachers are aware of the different abilities and levels being attained by each child. Within the books the completed work also shows the teachers’’ awareness of differentiation when they record children’s comments on sticky labels.  As a lot of the investigative work is done in mixed ability groups and often it is the first time the children will have encountered a specific piece of historical knowledge and/or historical skills it is difficult to plan for differentiation. However, where possible perhaps marking the books with an ‘I’ or’ S’ will show the true levels of teacher in-put in order to spotlight the differentiation that is taking place within the lessons. Giving the more able children greater opportunities for independent research will greatly enhance progress. |
| **Content covered & progression**   * Does the content relate to the Scheme of Work? * Is the amount covered appropriate for the period under review? * Can progression be seen? | The work shows clear signs of following the scheme of work, although the Year 2 teachers have used their professional judgement as well as the children’s voice to add/change lessons on the scheme. This is to be applauded and encouraged!  There is a good coverage of work showing a selection of historical skills. There is clear evidence of cross-curricular activities. Other key historical skills need to be covered in the next history topic – research and inference.  Across the term the books show that the children have been building up their understanding of Victorian features. |
| **Evaluation / Targets for Year Group**  **Action point:**  Perhaps consider looking at your timetable and the scheme of work to see if there are any opportunities to give the children time for some independent research, which would help challenge the more able historians and act as assessment pieces to track attainment. It may be that you set them a homework challenge to find out information about a specific person, place or event during the Victorian era.  **Action Point:**  Perhaps later in the academic year start to encourage peer review in preparation for the JS. | |

**YEAR 1**

**The data takes each of the seven criteria in the progression statement for all of the children in Year 2 individually – in total 147 individual entries**

Expected level = means moved up to the next level of the progression statements

Exceeded = means that children have jumped two levels i.e. working towards to exceeded

Not met = means no evidence of progression in a specific area

**SPRING YEAR 1 initial teacher assessment for ‘Knights & Castles’ PRE-TOPIC ASSESSMENT**

Key: **>W** = working below W

W= working towards

M= Meeting expectations

E= Exceeding expectations

3= working within Year 3

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** | Constructing the past | Sequencing the past | Change & development | Cause & effect | Significance & interpretations | Planning & carrying out an enquiry | Using sources as evidence | **INDIVIDUAL TARGETS** |
| **Auberon** | M | M | M | M | M | M | W | **LA:**  The child can depict on a timeline the sequence of a few objects and/or pieces of information (maybe linked to English)  **MA:**  Children can identify relevant historical themes, events and people from family, local, national and global events;  Children can identify a few similarities and differences and changes occurring within a particular topic;  The children can ask and answer a few valid historical questions.  **HA**  The child can valid explanation for their objects and events on timelines or in narratives;  The child can comment on a few valid causes & effects relating to many of the events occurred. |
| **Freddie** | >W | >W | >W | >W | >W | >W | >W |
| **Theo** | W | W | W | W | W | W | W |
| **Em B** | W | W | W | W | W | W | W |
| **Alice** | >W | >W | >W | >W | >W | >W | >W |
| **Natty** | W | W | W | W | W | W | W |
| **Theo** | W | W | W | W | W | W | W |
| **Gemma** | W | W | W | W | W | W | W |
| **Lucy** | M | M | M | M | M | M | W |
| **Finley** | W | W | W | W | W | W | W |
| **Freddie H** | W | W | W | W | W | W | W |
| **William** | W | W | W | W | W | W | W |
| **Austin** | >W | >W | >W | >W | >W | >W. | >W |
| **Phoebe** | W | W | W | W | W | W | W |
| **Fredrik M** | W | W | W | W | W | W | W |
| **Kai M** | W | W | W | W | W | W | W |
| **Catherine** | W | W | W | W | W | W | W |
| **Emilie** | >W | >W | >W | >W | >W | >W | >W |
| **Maude** | W | W | W | W | W | W | W |
| **Iris** | M | M | M | M | M | M | W | Personal targets throughout topic: |
| **Jamie** | **W** | W | W | W | W | W | W |
| **Jacob** | W | W | W | W | W | W | W |
| **Cameron** | M | M | W | W | W | W | W |
| **Sebastian** | >W | >W | >W | >W | >W | >W | >W |
| **Rory** | M | M | M | W | W | W | W |
| **Thomas** | W | W | W | W | W | W | W |
| **Ned** | W | W | W | W | W | W | W |
| **Will** | W | W | W | W | W | W | W |
| **Lauren** | W | W` | W | W | W | W | W |  |
| **George** | W | W | W | W | W | W | W |  |
| **Kai** | M | M | M | M | M | M | W |  |
| **Otto** | >W | >W | >W. | >W | >W | >W | >W |  |

End of topic analysis to be carried out in May 2018

**Date:**

**25.11.16**

A sample of 6 books examined by Stuart Boydell

**Focus group (Tick one):**

* G&T/More able
* SEN
* Gender (please specify) ………
* Year group (please specify) …………….
* EAL
* Under performing (please give details)

………………………………………………………………………………………………………

**Year group:**

**1**

**Teacher:**

**SB/SR**

|  |  |
| --- | --- |
| **Marking**   * Is the work marked appropriately, according to the marking policy? * Is there a response leading to dialogue? * Is there a pertinent comment e.g. about how the work meets success criteria? * Is there a target set? | Marking includes some comments expressed by the children made during the lesson, which helps to evidence the children’s understanding and shows different levels in understanding.  Targets set are not evident in the work, but learning objectives and outcomes are clearly set out in the planning. |
| **Standard of work & level of challenge**   * Is the work legible and well presented? * Is the task appropriate to the age/ability of the student? * Is the work challenging? * Has the student engaged with the task? | All of the sample books were well presented. They were neat and interesting to look through. Children had clearly engaged in the work, which was evidenced through the use of photographs as well as their written/artistic recording. The use of ICT shows good use of cross-curricular activities and technology to promote history.  The work is set appropriately for Year 2 children in the Autumn Term. |
| **Differentiation**   * Is there evidence of differentiation by task or by outcome? * Is there evidence of extension activities for more able students? * Is there evidence of support procedures for low achievers? | Differentiation is mostly covered by outcome and noted in evaluations as well as the recorded work, although the work on history of flight is clearly differentiated.  There is some evidence of support for SEN children evident in the books and the lesson evaluations, but this needs to be flagged up more in the planning.  More evidence of independent “challenge tasks” set for the abler children would enhance the coverage. |
| **Content covered & progression**   * Does the content relate to the Scheme of Work? * Is the amount covered appropriate for the period under review? * Can progression be seen? | The work shows clear signs of following the scheme of work, although the teachers’ planning shows that teachers have taken children’s voice into account are providing some opportunities for the children to learn aspects of history they are personally interested.  There is a good coverage of work showing a selection of EARLY historical skills. There is clear evidence of cross-curricular activities. Other key historical skills need to be covered in the next history topic – research and inference.  Across the term the books show that the children have been building up their understanding of Victorian features. |
| **Evaluation / Targets for Year Group**  Action point: The marking could indicate whether the work was aided or unaided.  During the spring term, the Year 1 teachers will need to ensure that they are covering many more of the historical skills as it is their main history topic. Ensure you have collated the children’s current levels of understanding and their ideas for the main teaching topics. See how this fits in with the requirements of the NC PoS. | |