



Mill Hill Community Primary School
CURRICULUM CO-ORDINATOR END OF YEAR REVIEW 2019-2020

CURRICULUM AREA		History	
CURRICULUM CO-ORDINATOR		Matthew Rochfort	
DATE OF REVIEW		July 2020	
FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
At the focusing stage the co-ordinator recognises that the school is at the beginning of a process. The co-ordinator identifies what is happening already but recognises that much remains to be done.	At the developing stage the school has started to address some aspects of the key area but there is a need for further development to secure and consolidate practice and process in identified aspects.	At this stage there still remains some issues to address in terms of whole school consistency and cohesion but many things are now in place and are becoming embedded, there has been significant development in the quality of provision and a real impact on standards.	At this stage the identified aspects of the subject are embedded fully in whole-school approaches and practice. There is whole school consistency and cohesive practice and the impact on standards and progress is evident.

Monitoring activities 2019-2020?	
<p>What monitoring has taken place in FS/KS1/KS2?</p> <ul style="list-style-type: none"> ➤ Book looks ➤ Conversation with teaching staff ➤ Audit of learning with each Year group looking at content coverage checking if it is in line with the National Curriculum ➤ Pupil Interviews ➤ Planning review 	<p>Who has been involved in monitoring?</p> <ul style="list-style-type: none"> ➤ Subject Leader ➤ Pupils from each Year group
What are the main strengths in this curriculum area?	
<p>FS/ KS1</p> <ul style="list-style-type: none"> • Clear evidence in books with the use of photos throughout the year. • Good range of writing opportunities. 	<p>KS2</p> <ul style="list-style-type: none"> • Coverage of the national curriculum • Cross curricular activities complimenting English and Mathematics (Diary entries, letters, placing events on time lines, understanding chronology) • Quality questioning present in all topic areas with strong use of vocabulary • Enriching trips to enhance learning
What are the areas for development in this curriculum area?	
<p>FS/ KS1</p> <ul style="list-style-type: none"> • Set up links with Museums to handle artefacts 	<p>KS2</p> <ul style="list-style-type: none"> • Set up links with Museums to handle artefacts • Update resources like books, models and artefacts for different year groups. • Trips
How is pupil progress and attainment evaluated?	
<p>FS/ KS1</p> <ul style="list-style-type: none"> • Teacher feedback and use of • Cover sheets and peer assessment 	<p>KS2</p> <ul style="list-style-type: none"> • Use of cover sheets at the start of each unit – self assessment and teacher assessment • Peer assessment • Marking and feedback



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Progress of Pupil Premium Pupils in this curriculum area 2019 – 2020	
FS/ KS1/ KS2	
What are the next steps in this curriculum area? (include any actions for PPG, SEND, EAL)	
<ul style="list-style-type: none"> Consider setting up links with Museums on a whole school level Review resources for each year group to enhance learning Embed Focus Education materials Whole school timeline created in hall 	
What are pupil attitudes to this curriculum area?	
FS	
KS1	
<ul style="list-style-type: none"> Do you enjoy the subject? – Yes, we like to learn facts. Yes, I like learning about the past, it's important! I like learning about the toys. What helps you learn? – the teacher explains it and uses pictures. They share the toys around and its fun. They explain it with their voices. How do you know if you are doing well? – the teacher will tell us or they mark it. We get to see our learning and the teacher will talk to us. How has your learning improved? – we remember the facts and it is fun. I know more facts and we can remember it. What would you do to improve the teaching and learning? – I don't think it can be improved, we are happy with it I think. I think it's fine, maybe more videos? 	
KS2	
<ul style="list-style-type: none"> Do you enjoy the subject? – yes we enjoy learning about the Egyptians and how they lived. What helps you learn? Looking at sources and seeing videos because we can't go to Egypt. We like the videos; it explains things differently. I like researching things and making posters, we get to work in our partners and it fun. Using the books really helped. How do you know if you are doing well? – we know we have done well because the teacher will tell us. What would you do to improve the teaching and learning? – we should have more time on the topics. Sometimes it goes too fast and we need to spend more time on it. Maybe yes, like if we had less carpet time and instead if we just stayed at our table because it is cramped on the floor. No we like it, actually maybe more videos and memorable slogans like from the propaganda posters. Some of them were really funny! I think we should have more books and videos about the topics. 	
How does this curriculum area contribute to the teaching of English and Mathematics?	
ENGLISH	MATHS
<ul style="list-style-type: none"> Great range of opportunities to write including diary entries, letters, newspapers, explanation texts, flow diagrams, stories, menus, even poetry, Planned opportunities for speaking and listening eg: role play, drama, hot seating Use of non-fiction texts and information retrieval 	<ul style="list-style-type: none"> Use of time lines – chronology and sequencing events
What are the key resources?	
Books, photos, Internet, access to some artefacts for children to handle.	

Curriculum intention: What are the objectives of your curriculum area?
<ul style="list-style-type: none"> ❖ A high quality history education will help learners understand why the past is important to better understand the here and now. How does Britain's past affect the wider world? What responsibilities do we have to others? ❖ To inspire learners and be curious of the past. ❖ To nurture thinking and ask deep questions about the past. Does what we know about the past impact our future? Listen carefully to arguments and look at the facts. Ask questions about how we can improve ourselves to benefit others in the future.



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Curriculum intent and implementation: How is your curriculum area sequenced, structured, designed and implemented?	
<ul style="list-style-type: none"> ❖ Each year phase has carefully planned sequenced lessons to fit in with cross curricular activities. ❖ The teaching has been planned to ensure that children are thinking about the past and the wider world in relation to themselves. ❖ Clear assessment cover-sheets explicitly outlining what is being taught. ❖ Lessons equip children with the ability to reflect and think critically about time periods old and recent ❖ Topic areas allow children to argue, weigh evidence and develop different perspectives 	
How does the school vision and values impact your subject intent and implementation	
<p>The History Curriculum allows children to think about themselves and the wider world. We live by the school values and the vision as it is present throughout the whole curriculum not just History. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. We seek to understand the past to better understand ourselves Asking questions about the past/future Understand the past to celebrate the present Recognise the importance of teamwork/ collaboration throughout history but also the activities within</p>	
How does your curriculum reflect the British Values and SMSC?	
<p>Democracy. (Looking at existing civilisations and how they governed) The rule of law. (Exploring old and new systems that look at culture and law amidst their own unique beliefs through different time periods) Individual liberty.(exploring different roles in society from old and new civilisations thinking carefully about Individualism e.g. how were slaves treated by the Egyptians etc) Tolerance and respect. (Exploring past events to see how tolerance and respect developed amongst communities of people, countries or cultures throughout time) Spiritual: The opportunity to explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences. – Comparing life now and then thinking about how everyday moments have changed Moral: The opportunity to learn what is right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views. – thinking critically about the rights and wrongs of the past, implications of World Wars etc Social: The opportunity to use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict. – thinking critically about the implications of having different viewpoints. One of the cornerstones of the History curriculum is to look at different viewpoints and evaluate why events occurred. There are many social implications that have causal effects that are still present today. Cultural: The opportunity to explore and appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity</p>	
Which areas of your Curriculum Action Plan require focus in the next academic year?	
<ul style="list-style-type: none"> ❖ To ensure that cover pages are up-to-date where relevant for reflection – Focus Education ❖ Ensure catch up curriculum covers topic which have been missed during lock down. 	
What CPD has been attended?	What has been the impact of the CPD?