|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Where is the evidence kept?** | Update the position of History every term. Rank on scale 1-10Use Orange Autumn, Green Spring, Yellow Summer, write year in the box | Un-aware not in place | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | **Focus for term/ year** |
|  | **Quality of Education** Is your evidence trail based on what Ofsted assess against? Think 3 x I |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Intent:** **Can you describe *your* history LTP? Is there a coherent rationale from EY-Y6 ?** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Sequenced progression of cumulatively sufficient knowledge, skills & concepts for future** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | ***How*** does your **ambitious** curriculum **challenge** *all* pupils’ needs/meets expected standard? |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Is curriculum coverage/content relevant/ accessible for all? SEND/ BAME/gender/fsm/EAL providing knowledge & cultural capital needed to succeed in life** so ***all*** make progress |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Implementation:**Teachers explain ***what*** children learn/***why it’s important*** in *your* History curric. |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Subject leader monitors planning/books/triangulates planned & delivered curriculum knowledge |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **How you plan for end points:depth of knowledge expected at end of term/year? Is it clear?** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Evidence of subject leader knowledge, expertise to design, support & deliver the curriculum. |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Evidence of how you ensurethe school’s History curriculum is implemented fully **from EY-Y6** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Do teachers organise & sequence learning appropriately in short/medium/long term planning? |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Evidence of ongoing CPD support for teachers’ subject knowledge to meet all the above? |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Efficient non-onerous assessments are reliable & used to identify future learning/learning needs |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Adaptions are appropriate to enhance all pupils’ capacity to access **full** curriculum e.g. **SEND?** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Use of the locality is maximised to provide historical experiences for all esp FSM/EAL children |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Children take part in rigorous historical enquiry, using of a range of primary/secondary sources. |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Disciplinary & substantive knowledge/concepts + vocab progression identified EY to Y6** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Impact: Evidence learners retain/ apply fluent secure history knowledge/concepts/skills** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **How do you assess/monitor?** Evidence of progress for all strands- **SEND/PP** gender/FSM/EAL |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Behaviour and attitudes** use of pupil voice questionnaire to discover what they know/feel? |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Evidence of learners’ attitudes to History are positive. **SEND** needs are considered & supported |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **All groups take pride in learning, they know what History is, how historians study etc.** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Personal Development** What is History’s unique role in ***your unique*** school curriculum? |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Prepares for next stage- able to think critically, weigh evidence, sift arguments, dev. judgement |  |  |  |  |  |  |  |  |  |  |  |  |
|  | History provides for learners’ development enabling them to discover/develop wider interests |  |  |  |  |  |  |  |  |  |  |  |  |
|  | History supports learners to develop their character – resilience, confidence and independence |  |  |  |  |  |  |  |  |  |  |  |  |
|  | History prepares learners- responsible, respectful, active citizens who contribute positively to life |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Develop understanding of Diversity**/British values: appreciates commonality/avoid stereotypes |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Leadership and management** What impact have you made in the last 18 months? |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Effectiveness as a leader with ambitious vision for providing high-quality inclusive History for all |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Focus on improving staff’s subject/pedagogical/**disciplinary** knowledge to enhance History |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Practice & subject knowledge of staff built up & improve over time. Use of Historical Association |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Appropriate use of assessment/staff support to ensure all learners complete prog. of study. |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Promoting Subject Improvement- Monitoring, Evaluation and Review**  How effective are you? |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Action Plan: identify targets link to above: **plan/do/review. Monitor the impact of your actions** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Opportunities for all staff to moderate/share work. Feedback with clear recognition of challenges |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Awareness Ofsted materials: Subject insights webinar (Feb 23) & Subject Report (July 23)** |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Portfolio of high quality children’s work/ photos of display/planning. HA Quality Mark evidence |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Liaison with **EY/KS3,** parents & community **to ensure transition** **and improve local History.** |  |  |  |  |  |  |  |  |  |  |  |  |

**Subject Leader’s updated Audit for History based on latest Ofsted EIF by Chris Trevor. Contact** [**christrevor@histgeog.org.uk**](mailto:christrevor@histgeog.org.uk) **for further support/ guidance.**