

IMPACT REPORT TO MARYLAND PRIMARY SCHOOL GOVERNORS

SUBJECT: History/Geography TERM: Autumn 2022

SUBJECT LEADER: Miss Cates

1. KEY POINTS FROM SCHOOL DEVELOPMENT PLAN (SDP)

- a) To ensure there is clear skills and knowledge progression throughout the school.
- b) Teachers ensure lesson objectives are clear and skills led.
- c) To ensure lessons are resourced well to support learning.
- d) To ensure there are history and geography areas around the school.

2. PROGRESS AND IMPACT TO DATE

a+b) Book monitoring took place in September. Monitoring showed good progress across the school, with children using prior historical knowledge. For example Y5 children were able to link the arrival of Anglo-Saxons in Britain with the Roman withdrawal from Britain. Roman Britain is a topic that they had previously studied in Y3. There was also evidence of subject specific vocabulary (empire, civilisation, invasion). There was a varied range of outcomes, including analysing timelines, exploring artefacts and using chrome books to research. These activities help to develop analytical and chronological skills. Teachers were marking against the skill being taught and presentation was of a high standard and consistent across the school.

a+c) Timelines are now displayed in classrooms to promote the importance of chronological understanding. Teachers use the timelines during lessons as a teaching tool and to support subject knowledge. Feedback from pupils has been positive. Pupils commented that the timelines allowed them to clearly see how long each civilisation lasted for and gain a better understanding of what was happening globally.

a) History topics have been changed to reflect the diversity of our school and to ensure topics are taught in chronological order and build on prior learning for example introducing Benin Kingdom (Africa) in year 4.

c) Whole class books have been introduced in Y1 to record history and geography learning. They have been introduced as some children in Y1 do not have the literacy skills to match their history and geography skills. The class book will document and record their ideas and thoughts. Y1 teachers have reported that the children are enjoying recording their work in this way and it has provided an accessible and interactive way of revisiting learning.



c) Resources have been sourced to support learning. To support their learning for the topic 'Childhood' the children had access to toys from the time periods being studied (1960's and modern day).

c) Trips and visits chosen to enhance learning in the classroom for example John Soane Museum year 4, which supported the children's learning on Ancient Greece and Freshwater theatre company workshop on Castles for Year 2.

d) Promoting history around the school - 'A moment in history' display documenting the historical moment of the Platinum Jubilee and Queen's funeral. (Newspapers, photographs, diary entries from the children, Mrs Jackson's invitation on display).



Cross - curriculum learning - Ten children from year 5/ 6 had the opportunity to take part in an artist workshop with Kelvin Olkafor, a renowned hyperrealist. The project was gifted by the Windrush foundation with the children working on a portrait of a Windrush hero. The Windrush generation is taught in key stage 1, upper key stage two and during assemblies.



3. LOOKING AHEAD

- Review of whole school planning documents. To include reference to prior learning, future learning, misconceptions and subject specific vocabulary to help progression across the school.
- SEND - To research and source a bank of lessons for teachers to support planning.
- Retrieval practice - To provide activities such as quizzes for teachers to embed into their lessons to ensure children remember more of what they have been taught.