

## History Feedback Prompts

Please refer to the History section of Birmingham City University’s Subject Specific Development Journal for specific details of what the Associate Teacher has learned prior to their school-based training.

### National Curriculum - History programmes of study: key stages 1 and 2

Reference should be made to the Aims of the National Curriculum for history, and Associate Teachers should demonstrate their understanding of the requirements of these. Associate Teachers should also ensure that they plan to meet statutory subject content as specified in the relevant programme of study (unless working to different curriculum requirements of their placement school).

**History Subject Knowledge:** Associate Teachers’ history subject knowledge should be evident in both their planning and their teaching.

#### Substantive knowledge:

- Knowledge of the past - factual content related to people and events
- Substantive concepts - abstract concepts such as invasion, trade, monarch, empire. These need to be understood for factual learning to make sense.
- Chronological knowledge – knowledge relating to broader developments and features of historical periods

#### Disciplinary knowledge:

- How historians study the past and construct claims and accounts

Disciplinary knowledge should be linked to the specific substantive knowledge developed by pupils during each sequence of learning. Neither should be taught in isolation.

The following prompts are designed to support in giving subject-specific history feedback and are informed by the Ofsted History Subject Report (2023).

**Further Guidance:** Fidler, A and Stow, C (2022) Mentoring Student Teachers *Primary History 91*, pp 44-47

Key Idea:	What to look for
<b>Building history schemas:</b> <i>The Associate Teacher should recognise that schools make deliberate choices about sequencing their curriculum content. Pupils should build secure history knowledge over time thereby allowing them to understand more complex ideas and engage in more complex tasks.</i>	<ul style="list-style-type: none"> <li>➤ Does the Associate Teacher have secure understanding of children’s prior learning and intended future learning?</li> <li>➤ Has the Associate Teacher identified prior knowledge pupils need in order to understand and access the lesson content?</li> <li>➤ How does the Associate Teacher ensure prior knowledge is secure (e.g. through the use of retrieval practice)?</li> <li>➤ Do pupils refer to prior learning during the lesson?</li> <li>➤ How does the lesson contribute to building pupils’ historical knowledge?</li> <li>➤ Is intended learning assessed at the end of the lesson?</li> </ul>
<b>Using enquiry questions:</b> <i>NB: enquiry questions are a curricular tool to organise content and should not be confused with the term ‘enquiry’, which is used to describe pedagogical approaches.</i>	<ul style="list-style-type: none"> <li>➤ Is this lesson part of an historical enquiry with an overarching enquiry question, broken down into smaller sub questions which are addressed over a sequence of learning?</li> <li>➤ What is the Learning Intention? Is this written as an enquiry question? Is the enquiry question used to develop substantive knowledge and a specific disciplinary concept?</li> </ul>
<b>Substantive knowledge and concepts:</b> <i>Pupils should make progress in terms of their substantive knowledge (e.g. the people, events, stories and dates) and substantive concepts (e.g.</i>	<ul style="list-style-type: none"> <li>➤ Are specific content and concepts emphasised for explicit teaching?</li> <li>➤ Is any exposition clear? Does it build on prior knowledge?</li> <li>➤ Are substantive concepts taught and/or understanding of their meaning developed within a clear historical context?</li> <li>➤ Are pupils supported to develop their use of history specific vocabulary to communicate their knowledge and understanding?</li> </ul>

<p><i>understanding what trade is and exploring and revisiting this in different historical periods and contexts).</i> <i>The Associate Teacher should be aware of, and able to develop understanding of substantive knowledge and concepts in line with the school's curriculum expectations.</i></p>	<ul style="list-style-type: none"> <li>➤ Does the Associate Teacher check pupils' knowledge and understanding of substantive knowledge and concepts? Do they address any gaps in knowledge or misconceptions which arise?</li> <li>➤ How are abstract ideas made more meaningful (e.g. through the use of story to provide contextual details of the past)?</li> <li>➤ What strategies are being used to support pupils to remember and recall key historical information? (e.g. retrieval practice, low-stakes quizzes, use of knowledge organisers, working walls)</li> <li>➤ Are pupils encouraged to think analytically about important content?</li> </ul>
<p><b>Chronological knowledge</b> <i>History is concerned with lives, events, situations and developments in time and through time and chronology is central to its understanding. Pupils need to build a 'big picture' of history over time.</i></p>	<ul style="list-style-type: none"> <li>➤ Has the period of history been situated within its time and location?</li> <li>➤ Are timelines used to support pupils in organising their knowledge of people, events and different periods?</li> <li>➤ Are timelines used to connect elements of pupils' prior knowledge and to secure coherent chronological overviews or narratives?</li> <li>➤ Do pupils develop understanding of the historical period?</li> <li>➤ Do pupils develop knowledge of particular dates and events?</li> </ul>
<p><b>Disciplinary knowledge:</b> <i>Pupils should develop knowledge and understanding of disciplinary concepts (significance, interpretation, cause and consequence, similarity and difference, change and continuity) and the historical processes which underpin them (methods of enquiry – using sources to construct pictures of past events).</i></p>	<ul style="list-style-type: none"> <li>➤ Do pupils develop understanding of how historians use different sources/artefacts to construct interpretations and accounts of the past?</li> <li>➤ Do pupils develop understanding of specific disciplinary concepts, e.g. through exploring reasons why some people or events are deemed significant, identifying causes of an historical event or considering why something that happened can be viewed in different ways?</li> <li>➤ Does teaching provide opportunity for pupils to develop their historical thinking and investigate, consider, reflect on and review the events of the past?</li> <li>➤ Is effective use of questioning made to promote historical discussion?</li> </ul>
<p><b>Adaptive teaching in history</b></p>	<ul style="list-style-type: none"> <li>➤ Are all pupils enabled to access the history content taught?</li> <li>➤ Are adaptations made in terms of <b>how</b> history content is taught rather than the content itself?</li> <li>➤ Which adaptive strategies are used to challenge and support pupils with SEND and/or EAL to access to the history lesson (e.g. the use of scaffolded resources such as inference squares, word mats, dual coding, targeted adult support)? How effective are these?</li> </ul>
<p><b>Assessing learning and progress in history</b></p>	<ul style="list-style-type: none"> <li>➤ Has the Associate Teacher identified important content and concepts they will teach and assess? Do they check whether pupils know these?</li> <li>➤ Does the Associate Teacher use a range of assessment methods effectively to assess knowledge, understanding and/or progress throughout the lesson?</li> <li>➤ Does the Associate Teacher draw valid inferences about what pupils know from formative assessment used during the lesson?</li> <li>➤ Does the Associate Teacher address any gaps in learning or misconceptions which are identified through formative assessment?</li> <li>➤ How will assessment inform pupils' next steps in history learning?</li> </ul>
<p><b>Target Setting:</b> At least one subject specific target should be set following an observation. This should include <b>what is the next step (to support Associate Teacher progress)</b>, <b>why this is important (impact on pupil progress)</b>, and <b>how will this be achieved (what actions are needed?)</b> <b>E.g. To embed effective use of timelines in your history teaching in order to develop and secure children's chronological knowledge by revisiting university taught sessions for specific examples and including them within your history planning and teaching.</b></p>	