

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.

Curriculum Frameworks: Reference should be made to the current curriculum framework for KS1, KS2 and EYFS.

History Subject Knowledge: Associate Teachers' history subject knowledge should be evident in both their planning and their teaching. Associate Teachers need to be delivering lessons that encompass **Substantive Knowledge** which is knowledge of the past, substantive concepts such as invasion, trade, monarch, empire and chronological knowledge, along with **Disciplinary Knowledge** (how historians study the past and construct claims and accounts). This should be linked to the specific substantive knowledge developed by pupils during each sequence of learning with neither being taught in isolation.

The following prompts are designed to support in giving subject-specific feedback and are informed by current curriculum documentation and the Historical Association.

Key Idea:	What to look for
History Schemas: <i>Pupils should build secure history knowledge over time thereby allowing them to understand more complex ideas and engage in more complex tasks.</i>	➤ Does the Associate Teacher have secure understanding of children's prior learning and intended future learning? ➤ Has the Associate Teacher identified prior knowledge pupils need in order to understand and access the lesson content? Do pupils refer to/use this prior learning during the lesson?
Using enquiry questions: <i>Enquiry questions are a curricular tool to organise content and pedagogical approaches.</i>	➤ Is this lesson part of an historical enquiry with an overarching question, broken down into smaller sub questions addressed over a sequence of learning? ➤ Is the Learning Intention written as an enquiry question? Is this used to develop substantive knowledge and a specific disciplinary concept?
Substantive knowledge and concepts: <i>Pupils should make progress in terms of their substantive knowledge (e.g. the people, events, stories and dates) and substantive concepts (e.g. understanding what trade is and exploring and revisiting this in different historical periods and contexts).</i>	➤ Are substantive concepts taught and/or understanding of their meaning developed within a clear historical context? ➤ Is history specific vocabulary being introduced and used? ➤ Does the AT check pupils' knowledge and understanding of substantive knowledge and concepts? Do they address any gaps in knowledge or misconceptions which arise? ➤ Are abstract ideas made more meaningful (e.g. through the use of story to provide contextual details of the past)?
Chronological knowledge <i>Chronology is central to historical understanding. Pupils need to build a 'big picture' of history over time.</i>	➤ Has the period of history been situated within its time and location? ➤ Are timelines used to support pupils in organising their knowledge of people, events and different periods?
Disciplinary knowledge: <i>Pupils should develop knowledge and understanding of disciplinary concepts and the historical processes which underpin them.</i>	➤ Do pupils develop understanding of how historians use sources and artefacts to construct interpretations and accounts of the past? ➤ 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? ➤ Are there opportunities for pupils to develop their historical thinking and investigate, consider, reflect on and review the events of the past?
Target Setting: At least one subject specific target should be set following an observation. This should include what is the next step (to support Associate Teacher progress), why this is important (impact on pupil progress), and how will this be achieved (what actions are needed?) 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.	