

Cleves Visit Subjects - Summer 2021

Trustee	Sarah Trinder
Subject Lead	Scarlett Forbes
Date	15/7/21
Subject	History

No.	Subject	Lead	Trustee
1	Literacy – Reading and writing	Jess Arpesella jarpesella@cleves.co.uk	Penny
2	Whole class reading trial	Alice Pisano apisano@cleves.co.uk	Doris
3	Sounds write spelling scheme	Debs Flaxman dflaxman@cleves.co.uk	Penny
4	Maths	Rebecca Simmons rsimmons@cleves.co.uk	Kathleen
5	Science	Michaela Pugh and Debs Flaxman mpugh@cleves.co.uk dflaxman@cleves.co.uk	Jim
6	Art and design	Bryony Hall and Sasha Bye bhall@cleves.co.uk sbye@cleves.co.uk	Emma
7	Design Technology	Kelly Harrison kharrison@cleves.co.uk	Francesca
8	Modern foreign languages	Alison Dabell adabell@cleves.co.uk	Susan
9	Computing and internet safety	Hugh Thomas hthomas@cleves.co.uk	Sam
10	Geography	Charlie Jerrard cjerrard@cleves.co.uk	Elaine
11	History	Scarlett Forbes sforbes@cleves.co.uk	Sarah
12	Music	Johnny Kilhams jkillhams@cleves.co.uk	Francesca
13	PE/sport	Alex Mulea amulea@cleves.co.uk	Pete
14	RE	Linda Tao ltao@cleves.co.uk	Pete
15	PSHE	Kirsty Hamilton khamilton@cleves.co.uk	Sarah
16	Outdoor learning	Alice Pisano apisano@cleves.co.uk	Doris
17	Extracurricular learning	Craig Smith csmith@cleves.co.uk	Sam

QUESTIONS	
How long have you been subject leader?	Little over 2 years.
Were you given sufficient training to be subject leader?	Really heavily supported by the two phase leaders, who gave training and imparted lots of knowledge. In addition, whole school INSETS were helpful.
Who do you go to if you need support?	Yes, Becky Flaherty, but could go to any of the senior leadership team.
Do you feel well supported?	Yes, I feel I could go to any member of staff for support.
What steps have you taken to bring improvement or add value to the subject you lead?	Redesigned the curriculum in the Summer of 2019. Looked at the knowledge needed across the topics and year groups. What did we want Cleves children to leave with. With a deliberate intention to highlight people of all backgrounds, so the subject is not dominated by white males. Now we are in a reviewing stage, looking at how is it going in the classroom, what adjustments are required. Also talking to the children through pupil voice, assessing their knowledge and finding out their views.
Can you explain the curriculum intent for the subject for children's four years at Cleves?	To give the pupils a coherent knowledge and understanding of Britain's past and the wider world from early years to the 20 th century.
What have you done to implement it? (Can you give one or two examples.)	Putting the knowledge plans in place, these are very specific. In additional, modelling and planning. Whole school INSET
What impact are your aiming to achieve over children's four years at Cleves?	For the children to have knowledge and understanding of the past, which they use and apply going forward. How has what has gone before has impacted current life, including social change. An understanding of the realities of history.
How do you know you're on track to achieving that impact?	Have full access to all planning and slide decks. Still in the process of reviewing and adapting. Ask for topic books. How are the pupils using the resources, are they effective? Pupil voice- asked them about key knowledge.
Do you get the opportunity to carry out any monitoring (prior to Covid disruption?)	See above. The were plans for joint observations with a member of SLT. Hope these will resume soon.
Do you keep evidence of	Yes. Always kept samples of what the children do. Currently,

your own work and of children's work samples?	compiling a bank of exemplar work across the differing levels at each year.
How would you describe outcomes in your subject area?	More of a change to explain their knowledge rather than basic recall. In addition, using different methods of assessment.
Why do you think identifying key knowledge is important?	With the knowledge planners we now know what is being covered in each year group. Now far easier to link themes across years and subjects.
How do you build in retrieval?	Part of every lesson, generally the beginning of a lesson or as a 'pit-stop'. White board work, so there is no pressure. Retrieval can be of the topic, the term, year group and across the year groups.
How do you support colleagues? Can you give an example?	Knowledge organisers – talked through with each year group. Looking for and advising on resources. Whole school INSET. Make it clear that I'm here to help.
What next for your subject – is there scope for even more?	Building in specific assessment tasks across the topics. To bring the curriculum together. Some new tasks other already used but to be made a key task. Is the knowledge organiser achievable, it was very ambitious. What needs more/less time, still enabling time for retrieval and to build in retrieval from previous years.
How do you link your subject into other subjects' curricula?	Strong embedding with Literacy, but also PHSE, art, design technology – gives the opportunity to apply knowledge across the subjects.
Does safeguarding feature in your curriculum – and if so, how?	Always in the forefront of your mind. Exploring sensitive subjects such as slavery, the suffragettes, Alan Turing. Need to be aware these subjects might raise something in some children.

Further comments – Teaching in this topic has never been more important, learning about culture and differing histories and how we develop.

ST comment – important to highlight the importance of History within Personal Development – critical thinking, reasoning, learning from past experience, making improvements, reflecting, learning and understanding about differing opinions/cultures/times, potential for debate. Opportunities to visit places of interest of historical importance – enrichment.