

## Guidance for Observation and Target Setting in Secondary History

**National Curriculum Purpose of study** A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### 6 Key Questions to ask when observing History lessons:

	Question	<i>Additional Information</i>
1.	Is the learning intention written as an historical enquiry question? Is this linked to a disciplinary concept? Are historical sources being used?	<i>Historical enquiry questions should structure pupil learning over a sequence of lessons and be rooted in a disciplinary concept e.g., How did Russia <b>change</b> under Stalin? Sources which are remnants of human activity should be used in all lessons.</i>
2	Which disciplinary concept is being explored? How is it supporting pupils to frame historically valid questions and construct their own accounts?	<i>Disciplinary concepts: An understanding of how historians study the past. Includes significance, interpretation, cause &amp; consequence, similarity &amp; difference, change &amp; continuity.</i>
3	What key substantive knowledge and concepts will the pupils know and remember?	<i>Substantive Knowledge: Factual content about people, places, events, and chronological knowledge. Substantive Concepts: Abstract concepts such as invasion, tax, monarchy, democracy, trade, power, and empire etc.</i>
4	How is chronological understanding being developed or secured? (Timelines, meanwhile, elsewhere activities).	<i>Are meaningful contexts used to support chronological understanding; a ‘mental timeline’?</i>
5	How does the lesson support students to understand how evidence is used to make historical claims and why different interpretations of the past exist?	<i>Historians choose historical sources to use as evidence when making claims or writing about the past which leads to different interpretations.</i>
6	Does the lesson content support pupils in understanding the diversity of societies/individuals and the relationships between different groups?	<i>For instance: When studying the Romans are the pupils exposed to a range of narratives and perspectives.</i>

## Potential **History Specific** Targets on Lesson Analysis Forms.

<b>Lesson design and delivery, including sequencing and choice of teaching methods (CCF curriculum &amp; pedagogy) Next Steps:</b>
Identify the key substantive historical knowledge you want the children to know and remember from this lesson.
Refer to the overarching enquiry question for this sequence of learning; how does this lesson support children to answer it?
Use timelines, careful sequencing and repeated encounters to support children to develop a secure 'mental timeline', position their learning chronologically and develop a 'sense of period'.
Include source analysis opportunities in your lesson to support children's understanding of how we interpret the past.
Include historical scholarship and get pupils engaging with genuine historical debate in your lesson to help them understand the contested nature of the past and how historical narratives are constructed.
Speak to your mentor about where this lesson fits within the whole school history curriculum so you can build upon pupils' prior learning.

<b>Pupil progress in this lesson and use of assessment (including questioning) (CCF assessment) Next Steps:</b>
Use the enquiry question to support your assessment of the children; how has this lesson developed their ability to respond to it at the end of the sequence?
Make sure that you refer to the substantive concept [monarchy, trade, invasion, government whichever applies in the context] and give children a specific example of it and ask them to use it.

<b>Comments about student teacher's developing Subject Knowledge and Pedagogy (CCF curriculum &amp; pedagogy) Next Steps for further development</b>
Develop your understanding and knowledge of [insert period, person, event etc] so you can identify misconceptions and challenge those who need it; relate this to local history.
History is not just about remembering substantive knowledge, develop your understanding of how children make progress in disciplinary concepts such as cause and consequence, change and continuity, similarity and difference. Use Jamie Byrom's Progression in History document and your university history sessions to support with this.
Develop your understanding of diverse histories and stories for [insert period] to ensure your content selection enables pupils to understand the diversity of societies in the past locally, nationally and globally.
Develop your understanding of concurrence; what was happening in other parts of the world and locally when (for example) the Romans invaded Britain? Use the 'Meanwhile, Elsewhere' site to assist with this.

<https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239075/SECONDARY\\_national\\_curriculum - History.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239075/SECONDARY_national_curriculum_-_History.pdf)

[https://education.exeter.ac.uk/media/universityofexeter/collegeofsocialsciencesandinternationalstudies/education/pgce/pre-coursedocuments/pre-coursedocuments2022-23/Progression in History under the 2014 National Curriculum.pdf](https://education.exeter.ac.uk/media/universityofexeter/collegeofsocialsciencesandinternationalstudies/education/pgce/pre-coursedocuments/pre-coursedocuments2022-23/Progression_in_History_under_the_2014_National_Curriculum.pdf)