



Complete School History Audit

Conducting An Audit

Conducting an audit of History in your school, although it can be time consuming, is a great way of understanding the subject as a whole and how it looks in your school. By completing this, you will be able to ascertain:

- Curriculum coverage
- Curriculum coherence
- Skills and enquiry coverage
- Resources owned
- Resources needed
- Teacher confidence

By recording all of this, the picture of History in your school will become a lot clearer, allowing you to focus your attention on the most urgent matters.

Each topic should be completed and any gaps or queries should be addressed first and foremost.

Relaying this information back to any curriculum coordinators should also be a priority to help with guidance and support.

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The Importance Of An Audit

Audits should be carried out regularly so that subjects are appropriately placed, resourced well and taught even better.

Monitoring the content of each topic will ensure that there is a mixture of knowledge and skills-based learning, rather than an imbalance of one or the other.

Audits also allow you to identify and target problematic areas with the greatest of urgency.



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Setting The Scene

Developing a rationale for History will help you to understand the reasoning for how your History curriculum meets the needs of your students and why you need to meet them.

Describing how it is taught across school will identify the systems put in place and whether they are consistent across school.

This will act as your brief for the delivery of History across the school and give yourself and staff a reference point when they consider planning and activities.



Setting The Scene

Rationale for History

How do you feel that the History curriculum in your school meets the needs of your students?

Why do you need to meet those needs?

How is History taught across the school? (Topic based, weekly, blocked by term, etc.)

Auditing Your Topics

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Auditing Your Topics

By doing it in this way, you will be able to break down what each topic looks like in terms of:

- Curriculum coverage
- Skills and concepts
- Teacher resources available
- Children's resources available
- Teacher confidence

You should also think carefully about the skills that are being taught and whether they are being covered and reinforced elsewhere.



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History in EYFS

There are lots of activities that can start to prepare children for learning history in EYFS:

- Sequencing introduces the idea of chronology
- Handling artefacts - some things might be very old and need to be handled very carefully
- Cause and consequence can be introduced through their own behaviours
- Continuity and change can be introduced through staff movement in school



EYFS

Are there any areas of specific history covered?

Which aspects of history are introduced and how:

Sequencing and chronology
Handling artefacts
Cause and consequence
Continuity and change
Historical vocabulary
Diversity and identity
The significance of some events

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Teacher resources

Children's resources

Teacher confidence

Needs support Needs a little support Confident Very confident

KS1 - Y1

Is a change within living memory being taught?

Does it reveal a change in aspects of national life?

Is a significant event (nationally or internationally) beyond living memory being taught?

Which significant individuals are being taught? Are they being compared?

Which local significant people or events are being taught?

Which of these skills are being taught and how:

Vocabulary relating to the passing of time

Chronology

Continuity and change between different ways of life

Opportunity to ask questions

Ways we know about the past

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Teacher resources

Children's resources

Teacher confidence

Needs support Needs a little support Confident Very confident

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Potential lines of enquiry for Ofsted for KS1

- Why have these topics/individuals been chosen?
- How do the local events/individuals fit into the national or international picture?
- Can you demonstrate progress throughout KS1?
- How are you challenging/supporting your Greater Depth/Working Towards children?
- How do you link history into the wider curriculum?



Potential lines of enquiry for Ofsted for KS1

- How have you developed skills between Y1 and Y2?
- Why have these topics/individuals been chosen?
- How do the local events/individuals fit into the national or international picture?
- Can you demonstrate progress throughout KS1?
- How are you challenging/supporting your Greater Depth/Working Towards children?



KS1 - Y2

Is a change within living memory being taught?

Does it reveal a change in aspects of national life?

Is a significant event (nationally or internationally) beyond living memory being taught?

Which significant individuals are being taught? Are they being compared?

Which local significant people or events are being taught?

Which of these skills are being taught and how:

- Vocabulary relating to the passing of time
- Chronology
- Continuity and change between different ways of life
- Opportunity to ask questions
- Ways we know about the past

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Teacher resources

Children's resources

Teacher confidence

Needs support Needs a little support Confident Very confident

KS1 - The Overall Picture

Do you feel like you are fulfilling the curriculum needs in KS1?

What are the strengths of your KS1 curriculum?

Are there any areas that need developing?

Do you feel well resourced in KS1?

Are there any resources that you feel that you need?

How confident are the KS1 team with history?

If needed, how will you support them?

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Leaving KS1

Children should be leaving KS1 with:

- An developing understanding of chronology
- The ability to pose appropriate historical questions
- The ability to identify similarities, differences, continuity and change within different aspects of history
- An understanding of how we find out about the past
- The impact of local events and individuals



Stone Age to Iron Age

A fascinating topic that spans a huge amount of history and multiple periods.

Links can be made with various other time periods such as Ancient Egypt which will:

- Provide a sense of coherence and context
- Offer opportunities to investigate connections and contrasts
- Construct knowledge from a variety of sources
- Establish continuity and change



Changes in Britain from Stone Age to Iron Age

Which year group is this taught in and why?

Which areas of this topic are covered? (Achievements, religion, culture etc.)

Do any of these areas link with anything else to embed previous learning?

Which of these skills are being taught and how:

- Chronological understanding and context
- Continuity and change
- Connections, contrasts and trends over time
- Cause and consequence
- Constructing knowledge from a range of sources
- Providing informed responses using a variety of sources
- Responding to contradictory sources of information
- Engaging with historical enquiry

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Teacher resources

Children's resources

Teacher confidence

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The Roman Empire and its impact on Britain

Which year group is this taught in and why?

Which areas of this topic are covered? (Achievements, religion, culture etc.)

Do any of these areas link with anything else to embed previous learning?

Which of these skills are being taught and how:

Chronological understanding and context

Continuity and change

Connections, contrasts and trends over time

Cause and consequence

Constructing knowledge from a range of sources

Providing informed responses using a variety of sources

Responding to contradictory sources of information

Engaging with historical enquiry

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Roman Empire

An enormous topic that could span an entire year, but keeping the main focus on the impact on Britain will provide:

- Opportunities to study continuity and change in Britain from the Iron Age
- A chance to respond to contradictory sources and cause and consequence by studying Boudica
- Analyse connections, contrasts and trends over time by looking at the growth of the Roman Empire and its impact on Britain



Anglo-Saxons and Scots

A period mixed with stability and instability that offers opportunities for:

- Continuity and change when comparing ways of life with Roman Britain
- Connections, contrasts and changes when looking at the introduction of Christianity
- An understanding of how the past is constructed by using Anglo-Saxon monk accounts such as the Lindisfarne Gospels



Britain's Settlement by the Anglo-Saxons and Scots

Which year group is this taught in and why?

Which areas of this topic are covered? (Achievements, religion, culture etc.)

Do any of these areas link with anything else to embed previous learning?

Which of these skills are being taught and how:

- Chronological understanding and context
- Continuity and change
- Connections, contrasts and trends over time
- Cause and consequence
- Constructing knowledge from a range of sources
- Providing informed responses using a variety of sources
- Responding to contradictory sources of information
- Engaging with historical enquiry

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Teacher confidence

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The Viking and Anglo-Saxon struggle in England

Which year group is this taught in and why?

Which areas of this topic are covered? (Achievements, religion, culture etc.)

Do any of these areas link with anything else to embed previous learning?

Which of these skills are being taught and how:

Chronological understanding and context

Continuity and change

Connections, contrasts and trends over time

Cause and consequence

Constructing knowledge from a range of sources

Providing informed responses using a variety of sources

Responding to contradictory sources of information

Engaging with historical enquiry

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Anglo-Saxons and Vikings

A turbulent period that had a significant impact on the development of England, providing opportunities for:

- Cause and consequence when looking at Danelaw
- Engaging with historical enquiry if using a statement such as: 'The Vikings were nothing but violent raiders.'
- Chronological understanding when analysing how long the struggle for control of England lasted



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Local Study

A completely open-ended topic that could help reinforce some of the content learnt from KS1 local studies or of local individuals.

This should be taken as an opportunity to engage children with their local area and understand:

- How things have changed or stayed the same
- How this impacted nationally or internationally
- Why it is important for us to embrace our local history



A local history study

What is your topic, which year group is this taught in and why?

Which areas of this topic are covered? (Achievements, religion, culture etc.)

Do any of these areas link with anything else to embed previous learning?

Which of these skills are being taught and how:

- Chronological understanding and context
- Continuity and change
- Connections, contrasts and trends over time
- Cause and consequence
- Constructing knowledge from a range of sources
- Providing informed responses using a variety of sources
- Responding to contradictory sources of information
- Engaging with historical enquiry

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An aspect or theme of British history beyond 1066

What is your aspect or theme, which year group is this taught in and why?

Which areas of this topic are covered? (Achievements, religion, culture etc.)

Do any of these areas link with anything else to embed previous learning?

Which of these skills are being taught and how:

Chronological understanding and context

Continuity and change

Connections, contrasts and trends over time

Cause and consequence

Constructing knowledge from a range of sources

Providing informed responses using a variety of sources

Responding to contradictory sources of information

Engaging with historical enquiry

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Beyond 1066

Another open-ended topic that can be used to provide real evidence of continuity and change or cause and consequence over time.

Building on all of the children's past learning to that point would help embed their knowledge and provide evidence of which areas need revisiting.

Topics could include:

- Crime and punishment through time
- The impact of the Victorians on today
- The changing power of the monarchy



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Early Civilisations

This objective is split into two parts: an *overview* of the civilisations listed, and then an *in-depth* study of one of them.

Deciding which in-depth study you do should be researched first, based on the amount of resources you can find for it.

Have you given an overview of ALL the listed civilisations?

Yes No

Which are you doing as in-depth study and why?



The Achievements of the Earliest Civilisations

Which year group is this taught in and why?

Which areas of your in-depth topic are covered? (Achievements, religion, culture etc.)

Do any of these areas link with anything else to embed previous learning?

Which of these skills are being taught and how:

Chronological understanding and context
Continuity and change
Connections, contrasts and trends over time
Cause and consequence
Constructing knowledge from a range of sources
Providing informed responses using a variety of sources
Responding to contradictory sources of information
Engaging with historical enquiry

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Teacher resources

Children's resources

Teacher confidence

Needs support Needs a little support Confident Very confident

Ancient Greece

Which year group is this taught in and why?

Which areas of this topic are covered? (Achievements, religion, culture etc.)

Do any of these areas link with anything else to embed previous learning?

Which of these skills are being taught and how:

Chronological understanding and context

Continuity and change

Connections, contrasts and trends over time

Cause and consequence

Constructing knowledge from a range of sources

Providing informed responses using a variety of sources

Responding to contradictory sources of information

Engaging with historical enquiry

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Ancient Greece

An important topic due to the impact on today's world, but one with little direction beyond their lives, achievements and impact.

This can be done as either an *overview* or an *in-depth* study, choosing to either focus on the National Curriculum objectives, or developing it to include other broader aspects.

This is a good topic for contrasting then and now, analysing cause and consequence and engaging with enquiry around the impact of Ancient Greece on today's world.



Contrasting Societies

Any of the listed societies are fascinating and provide a great opportunity to compare to Anglo-Saxon and Viking England.

This provides great opportunities to:

- Establish connections, contrasts and trends between the two societies
- Understand how these societies existed at similar times but in different places
- Allow children to compare these societies using a variety of sources



A contrasting non-European society

Which society have you chosen, which year group is this taught in and why?

Which areas of this topic are covered and compared? (Achievements, religion, culture etc.)

Do any of these areas link with anything else to embed previous learning?

Which of these skills are being taught and how:

- Chronological understanding and context
- Continuity and change
- Connections, contrasts and trends over time
- Cause and consequence
- Constructing knowledge from a range of sources
- Providing informed responses using a variety of sources
- Responding to contradictory sources of information
- Engaging with historical enquiry

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Teacher resources

Children's resources

Teacher confidence

Needs support Needs a little support Confident Very confident

KS2 - The Overall Picture

Do you feel like you are fulfilling the curriculum needs in KS2?

What are the strengths of your KS2 curriculum?

Are there any areas that need developing?

Do you feel well resourced in KS2?

Are there any resources that you feel that you need?

How confident are the KS2 team with history?

If needed, how will you support them?

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Potential Ofsted enquiries
for KS2

- How do you ensure progression across the key stage?
- How does your curriculum provide a coherent narrative of history?
- Why is your history curriculum organised as it is?
- How do you monitor progression throughout school and across key stages?
- From the more open-ended KS2 topics, why have you chosen the ones you that you have?



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General potential Ofsted enquiries

- How do you support your colleagues with history across school?
- Have you been given the opportunity to attend CPD in your role as History lead?
- Can you identify the strengths and weaknesses in the school's History curriculum?
- What are the next steps in developing the school's History curriculum?
- How does your role as History lead impact on the School Improvement Plan?



History in your school - The OVERALL Picture

How do you feel about the organisation of History after your audit?

What are the strengths of the subject across the school?

If needed, which areas need improving?

Do you feel well resourced as a school?

What are your next steps as leader of History?

Coordinator Reflection

Curriculum Coverage

How is your History curriculum organised?

How does your curriculum build on previous knowledge and learning?

Progress

What does good progress in history look like?

How do you ensure good progress in history throughout school ?

How does your curriculum provide challenge for ALL pupils?

Stengths/Areas for Development

What are the strengths of your curriculum and how do you know?

Where is teaching in history particularly strong and how do you know?

Ofsted's New Framework

The new framework states that leaders should support those outside of their main areas of expertise. By completing this audit, you will be able to identify who needs support and how.

It also talks about developing children's long-term learning. By building on previous learning and providing links to what they already know, the children will remember content that they have been taught and be able to add new concepts to it effectively.

The framework also highlights the importance of assessment and ensuring that each topic is assessed without adding extra burden.



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Curriculum Layout

Finally, having a simple overview of the curriculum layout like this will provide a very quick and clear picture of what is being taught where and when.

This will allow you to ensure that no one year group is trying to squeeze in too many topics, or others have very little to cover.

Explaining why these topics are taught in each year group will give you assurances that you are meeting the needs of the curriculum.

Describing skill coverage will allow you to see where there are gaps.



Curriculum Layout

Year Group	Topics Taught?	Taught When?	Why Are These Topics Here?	Skills Covered/Revisited/Consolidated
EYFS				
Y1				
Y2				
Y3				
Y4				
Y5				
Y6				