



History Action Plan 2021-22



History Aims include:

1. Children to be aware of the impact of history and the impacts within Britain.
2. Children's awareness of timelines and key events in world history to be increased.
3. History curriculum to be delivered across the school with clear progression throughout the school.
4. Monitor the coverage of objectives in line with Cornerstones Curriculum.
5. Complete pupil voice on history to learn the children's views on History. What is History?

KEY PRIORITY

Objective	Actions and Responsibility	Success Criteria	Completion	Resources
To monitor the statutory requirements within the curriculum.	<ul style="list-style-type: none"> • Monitor cornerstones subjects and make sure all History requirements are covered. • Book looks to make sure coverage is being taught. • Book looks to monitor skills progressions across the curriculum. • Discuss with staff any issues or concerns. • Lesson observations to make sure content is delivered at high standard. • Provide a list of places linked to History which will help enrich their learning and engage the topic more. 	<ul style="list-style-type: none"> • Staff to be confident at delivering history lessons. • Pupils to have a better understanding of our History. • Staff and pupils to have a positive and engaging attitude towards teaching and wanting to learn more about History. 		

To monitor assessment across the Federation.	<ul style="list-style-type: none"> Using the skills progressions, provide opportunities for the children to identify their next steps. Pupils to self-assess using the skills progressions and staff to use skill progressions to check for any gaps. 	<ul style="list-style-type: none"> Staff to feel confident at using skills progressions. Pupils to understand their next steps in their learning. 		
To ensure that celebrations and memorial dates are recognised throughout the school year.	<ul style="list-style-type: none"> Highlight any key celebrations and memorial dates throughout the year so we can plan ahead- plan opportunities for these to be discussed in class as part of 'cultural capital'. Share with classes what they have learnt about the celebrations / memorial dates. Deliver interactive lessons about the celebrations or memorials which are fun, engaging and allow children to think deeper. Provide a list of places linked to History which will help enrich their learning and engage the topic more. 	<ul style="list-style-type: none"> Pupils to have a better understanding of significant events and their importance. Pupils to be more confident to present their ideas and share their thoughts. 		
SIAMS PRIORITY				
<ul style="list-style-type: none"> To extend the provision for Spiritual Development within all areas. 	<ul style="list-style-type: none"> Use a wide range of questions to start the lesson to allow children to develop their spiritual thinking and to show a deeper understanding of the subject knowledge. Differentiate activities to allow all children access to History. Develop a History display that shows the children's thinking and their love for History. 	<ul style="list-style-type: none"> Pupils to become better at using their questioning skills, taking part in group discussions and solving problems. Pupils to increase their subject knowledge. Pupils to become more confident in taking a positive role in their learning. 		

	<ul style="list-style-type: none"> Create 'learning journey' display so that pupils are aware of their achievements and next steps in history. 			
<ul style="list-style-type: none"> To develop the importance of equal opportunities and understand British values. 	<ul style="list-style-type: none"> Provide equal opportunities through a range of activities to deliver History (role play, presentation work, allowing all children to have opportunities to share their learning in different ways.) To take responsibility in their learning and to respect others suggestions. Provide opportunities for pupils to learn how to argue and defend points of views. Highlight British values during History lessons. 	<ul style="list-style-type: none"> Pupils to have a better understanding why equal opportunities and respect is important. Pupils to become positive role models to others. Pupils to demonstrate British values to all members of the school family. 		
OFSTED PRIORITY				
To provide opportunities to read a variety of texts to allow the children to improve their reading skills (inference, retrieve, sequence and prediction)	<ul style="list-style-type: none"> Allow opportunities for pupils to read a variety of texts linked to History. Ensure high quality history texts are available in classrooms and in the library. Provide opportunities for pupils to discuss their reading. Link historical source studies to reading skills (e.g. what can we retrieve from this source, what can we infer?) 	<ul style="list-style-type: none"> Pupils to be more confident at reading within a range of contexts. Pupils to become more confident to understand Historical events. Pupils to become more confident in reading and discussing historical sources. 	Ongoing throughout the year.	
SCHOOL DEVELOPMENT PLAN PRIORITY				
Covid-19: To raise the attainment of	<ul style="list-style-type: none"> Children have opportunities to write in History at length at least once in a topic. Planning includes opportunities for purposeful writing within History. 	<ul style="list-style-type: none"> The attainment gap between boys and girls writing is closing. Writing skills are being reinforced across the curriculum. 		

<p>children throughout the school with a particular focus on writing and overall attainment in EYFS, phonics, KS1 and KS2</p> <ul style="list-style-type: none"> • To ensure the standards of writing improves throughout the school. • The in-school achievement gap between boys and girls closes. • Ensure the needs of all pupils are met during lessons with a particular focus on boys, the more able children. • All pupils to be challenged during lessons. 	<ul style="list-style-type: none"> • Create cross-curricular links with other subjects to allow for writing (e.g writing historical biographies or narratives in English lessons.) • Planning shows differentiation, progression and builds on prior learning. • Clear extension and challenge activities are planned for. • Teacher led discussions allow children to be more reflective, discuss their learning and take responsibility for their own development. • High quality resources to support scaffolding of tasks and activities and learning/ toolkits used. • Curriculum topics maintain the interests of boys. • Opportunities for pupils to use their phonics skills within History. • Use EYFS Early Adopter to allow Reception to write about Historical events. 	<ul style="list-style-type: none"> • Marking (verbal and written) is high quality and identifies next steps to learning; the marking policy is adhered to. • Boys show that they want to write more. • Boys are excited about learning activities in school linked to their Cornerstones topic. • Boys want to write. • Boys are socially successful in school. • Pupils are engaged. • Work is differentiated to meet their needs. 		
<p>To support Pupils mental health.</p>	<ul style="list-style-type: none"> • Pupils to help support each other in a range of activities. 	<ul style="list-style-type: none"> • Pupils to feel more positive about themselves. • Pupils to be more supportive of each other. 	Ongoing	

To raise children's aspirations and self-coaching skills.	<ul style="list-style-type: none"> • Children know what to do when they can't do something. • Pupils have regular opportunities to debate a range of issues which include those that are important to them and those of national importance linked to History. 	<ul style="list-style-type: none"> • Pupils learn how to respect each other's viewpoints. • Pupils to have a more positive attitude towards school life. • Pupil leaders to take an active role in school life. 	Ongoing	
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