



To develop a broad, balanced and vocabulary rich curriculum,
that is ambitious and gives pupils the knowledge that they
need to succeed in life

2021-2022

Strategic Direction and Development of History

Actions	Timescale	Success Criteria	Cost & Staff	Termly Review for Governors and SEF (Autumn, Spring, Summer)
INTENT				
To ensure that history is coherently planned from F1-Yr2 so that key knowledge, vocabulary and skills are taught in a logical order and children make progress year on year	Dec	<p>All years should have history identified on their long term and medium term plans.</p> <p>Have key historical concepts identified on the medium term plans.</p> <p>Working walls should be kept up to date and reflect current and key learning.</p>		
Ensure that the content is sequential and builds upon prior knowledge in each subject. Can you demonstrate it?	Jan	<p>SL to look at LTPs to check content is sequential and has opportunities for building on key knowledge.</p> <p>Conduct learning walks.</p>	Supply time for SL to conduct learning walks and collate findings/feedback	
To review the planned curriculum to ensure coverage of the National and EYFS Curriculum	Jan	SL to use the Curriculum Maestro assessment tools to check coverage against NC/EYFS.	New books?	

To review subject planning so that it is accessible for SEN and disadvantaged pupils .	Nov	Lessons/materials should be suitably adapted to ensure that the learning is accessible.	SL time	
To produce a long term overview for <i>history</i> which outlines provision from F1-Yr2		Up to date provision will be online on the school website.	SL time	
To produce a vocabulary overview for <i>history</i>	Feb	Vocabulary overview of key terms used will be written and put on the website.	SL time	
To review and update the curriculum policy related to history so that it reflects current practice in school.	Feb		SL time	
To ensure that the website information is up to date for <i>history</i>	March 2022			
IMPLEMENTATION				
To ensure that the planned curriculum is delivered in each year group by: <ul style="list-style-type: none"> a. Observing lessons and providing feedback. b. Termly book scrutiny c. Interviewing pupils 	Feb	Conduct a learning walk. SL to conduct pupil interviews about history. Do class libraries have historical content if that subject is covered that half term?	SL time	
Have scrutinised teaching and learning so that you can show the curriculum produces an increasing amount of knowledge that is built year on year and that the knowledge is 'sticky.' (ask the children what they know) Is there sufficient re-visiting of subject knowledge planned in the schemes of work?	Termly	SL conduct pupil interviews. Ask teachers how they make learning "sticky". Interview children and ask them to talk about the subject and particular areas of the past they have studied e.g. childhood.		
To audit staff expertise in history and to provide staff training to further develop subject knowledge.		SL to provide staff with a history audit and can provide training or coaching as needed.	SL time	

Identify best practise in history by attending relevant training and liaising with other schools in our networks e.g. Infant Heads, Deeside Collaboration	Nov	Keep up to date with HA updates. Deliver a staff meeting about good practice in history.	SL time	
To identify curriculum ambassadors for <i>subject area from each year group.</i>	March	Pupil interviews?		
Review experiences on offer for pupils in history and suggest opportunities for each year group.	April	What trips or visits or visitors have we had in to enrich the children's experiences?		
To conduct an audit of school environment to identify if History is reflected positively.	Dec	Conduct learning walk of environment		
IMPACT				
To produce a termly report for governors which will form part of the HT report to governors.	Termly			
To have a face to face/phone meeting with the link governor for your subject				