

History Action Plan 2023/25

To develop teaching and learning in Computing at Coltishall Primary School

ONE. Objective <i>What outcome are we trying to achieve?</i>	Ensure curriculum intent is clear	Overall success criteria <i>How will we know if we have reached the objective?</i>	Substantive knowledge in History to be clear, relevant and develop throughout the curriculum Disciplinary knowledge to be evident and used Children to have a secure conceptual and chronological understanding of history		
Specific actions <i>What will be the specific actions taken to achieve the objective?</i>	Success criteria for actions <i>How will we know if the actions have been successful?</i>	Timeframe and owner <i>When will the actions be completed and by whom?</i>	Costs <i>What are the financial/resource implications?</i>	Monitoring <i>How will improvements be monitored?</i>	RAG Rating
To focus substantive knowledge to a to a clear geographical area, historical event or figure	Children will be able to explain concepts and support them with core knowledge that has been identified by the class teacher before the beginning of the topic Children will have a depth of knowledge linked to a clear geographical area, historical event or figure that allows them to explain wider historical concepts	Class Teachers AW Ongoing throughout	N/A	Monitoring of planning by AW Assessment by class teachers Children's understanding present in book-look and student interviews Monitoring of planning by AW Assessment by class teachers Children's understanding present in book-look and student interview	Geographical and significant events clear in planning and children able to talk about them, linking them

History Action Plan 2023/25

					to substantive knowledge
Ensure disciplinary knowledge is identified explicitly in lessons as part of historical knowledge	Children to be able to identify key disciplinary knowledge and explain how skills are used within a year appropriate context	AW Class Teachers Ongoing throughout	N/A		Skills more apparent in lessons across planning, though children not able to explicitly identify them
To ensure a more global view of history and Britain as part of a wider historical narrative	Children to show a broad understanding of the existence of early civilisations and non-european civilisations contemporary to those in the program of study	AW Class Teachers To be included when appropriate, but evident in summer term for KS2		Seen in planning Evident in interviews and book studies	Teachers understand the importance of introducing the global comparison lesson but still struggling with regards to time. New curriculum review to find space and time to do this lesson

History Action Plan 2023/25

TWO Objective <i>What outcome are we trying to achieve?</i>	To ensure curriculum implementation is effective.	Overall success criteria <i>How will we know if we have reached the objective?</i>	Substantive knowledge will be clearly planned and taught and display a clear progression of knowledge throughout the school Disciplinary knowledge to be evident and used by pupils as a tool to develop historical understanding Children to be secure in chronology and have a coherent narrative of Britain and the wider world until 1066 Ensure there are valuable opportunities for historical reading and writing		
Specific actions <i>What will be the specific actions taken to achieve the objective?</i>	Success criteria for actions <i>How will we know if the actions have been successful?</i>	Timeframe and owner <i>When will the actions be completed and by whom?</i>	Costs <i>What are the financial /resource implications?</i>	Monitoring <i>How will improvements be monitored?</i>	RAG
Teachers to identify disciplinary knowledge in each topic to use and make explicit in lessons when being applied	Planning will show uses of second order concepts (historical significance, similarity and difference, change and continuity, cause and consequence, historical interpretations, sources and evidence)	Class Teachers throughout planning this year AW to support throughout		Aw to monitor planning for use of artefacts and evidence, change and continuity and historical significance. Class teachers and AW to monitor assessment and outcomes, use child led inquiry question activity highlighted in last history update	Planning shows use of second order concepts KS2 teachers possibly need reminder about inquiry questions at the end of unit Pupil books studies showed evidence of skills, but

History Action Plan 2023/25

	Children able to explain when they use disciplinary knowledge and how it helps them understand the past			AW to complete pupil interviews and book studies	children unable to identify them clearly
Teachers to create and maintain the use of comparison lessons in History in Ks2 and brief comparisons to made in Ks1 where appropriate	Children understand that the periods and areas of history are part of a wider global context and can give examples	Class Teachers throughout planning this year- may be more appropriate at the end of the year AW to support throughout		Pupil voice monitoring Evidence in learning and planning	Becoming used in planning, will follow up at the end of the year as most planned for summer 2
Teachers to identify a key event, individual or geographical area for each topic	Children able to use key event, individual or geographical area to explain historical knowledge and concepts Children to have a deeper understanding of a to use key event, individual or geographical area in the	Class Teachers throughout planning this year AW to support throughout		Pupil voice monitoring Evidence in learning in books and planning	Key geographical event or historical event to link with deeper understanding in most areas of KS2 and year 2.

History Action Plan 2023/25

	context of a historical period				
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THREE Objective <i>What outcome are we trying to achieve?</i>	To monitor the impact of History for pupils.	Overall success criteria <i>How will we know if we have reached the objective?</i>	Children to be able to explain historical concepts with increasing sophistication, applying specific examples from their study Children able to explain when they use disciplinary knowledge and how it helps them understand the past		
Specific actions <i>What will be the specific actions taken to achieve the objective?</i>	Success criteria for actions <i>How will we know if the actions have been successful?</i>	Timeframe and owner <i>When will the actions be completed and by whom?</i>	Costs <i>What are the financial/resource implications?</i>	Monitoring <i>How will improvements be monitored?</i>	RAG Rating
Ensure the children's understanding of the overarching concepts in the curriculum (Chronology, change and continuity, movement and migration) are	Teachers, with support of AW to be able to identify and make links with themes in history when teaching history. Teachers to build on and highlight prior learning.	Autumn 2021 Onwards	N/a	Planning scrutiny, portfolio and lesson observations to monitor impact - skills progression Planning scrutiny, portfolio and lesson observations to monitor school/history aims being met	

History Action Plan 2023/25

highlighted explicitly in the teaching of history.				Time for staff to share and feedback assessment methods. Share impact evidence	
Subject leader to support monitoring and assessment Subject leader to analyse evidence and take necessary actions to support/improve/maintain quality teaching and learning	Subject leader to use Subject leader handbook as guidance for supporting colleagues in effective monitoring and assessment. Subject leader to know: • What is the agreed and published focus? • How will information be gathered? • Who will do it? • How will results be used? • How will you give feedback to colleagues, as individuals, and to the whole school? • How will the information gained be fed into the SIDP and self-evaluation?	Subject leader and staff Autumn 20/21 onwards	Time during school day to administer and analyse (cover staff costs)	Subject leader will have collated evidence from, e.g: Monitoring and evaluation activities Lesson observations Work scrutiny Monitoring planning Interviews or questionnaires: evidence of pupil's understanding Assessment information and analysis of assessment data for skills subjects Subject leader to write monitoring report	Ongoing, some lessons/topics still to be evaluated