

Subject/Area: History	Key Personnel:- Emma Cheetham
------------------------------	--------------------------------------

Quality of teaching and learning; <i>outcomes for children</i>	
Activities and improvements during the year 2022/23	<ul style="list-style-type: none"> To ensure that there is cohesion with lessons taught throughout the overall curriculum to aid historical enquiry and that these lessons are taught in a variety of ways and include people and events linked to the theme. To ensure that the medium term plans and overarching questions are being used in the planning of lessons and that they link learning across the school and aid children's attainment especially in greater depth. To ensure that the progression maps are used as a reference for displaying vocabulary either on wall displays or during the lesson to allow children the opportunity to use it within their books.
What impact have these activities and improvements had on your subject curriculum?	<ul style="list-style-type: none"> There was evidence of historical enquiry in both key stages, but some year groups were using a greater variety of resources to show this. Children enjoyed different ways of learning about the subject such as watching a programme, listening to stories, looking at pictures/artefacts, diary entries. Children in KS2 enjoyed being given the opportunity to choose their own line of enquiry from a list of suggestions in Upper Key Stage 2. Children from year 2 onwards could identify specific vocabulary related to a theme learnt. Some children were familiar with the overarching/key questions which were revisited each lesson and could talk at length about what they had been learning. For those that hadn't, once asked the question, they were confident to talk about what they knew about the subject. Vocabulary is learnt in variety of ways e.g., words to unscramble and then linked to a picture (KS1), knowledge organisers, quizzes, retrieval sessions, displayed during the main part of the lesson, revisited at the start, some displays.

Judgement:		
Outstanding	Good	Requires Improvement

On the basis of this information, what are your key priorities for development? (up to 3)
1. Use the overarching/key questions at the start of each lesson to build up the jigsaw. Maybe introduce a jigsaw piece from clip art to highlight this to show that we are building up a picture.
2. Use the progression map to see which areas have already been covered and reference other periods covered in previous year groups when this period overlaps another around the world or in reference to what was happening in Britain at that time.
3. To ensure that knowledge organisers reflect the identified learning from the scheme of work.

Improvement plan for the year - History

What do we want to improve? (area for development)	How will we go about it?	When will it happen and be completed?	What will success look like/ anticipated impact ?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported to?	Relevant links to School priority 1,2 or 3
1. That knowledge organisers for history follow the scheme work.	<p>To ensure that knowledge organisers reflect the identified learning from the scheme of work and that key questions are also included in both documents and lessons by:</p> <ul style="list-style-type: none"> taking KO's in and checking them against the scheme of work. Pupil interviews to check key questions. Book scrutiny to check key questions. 	Ongoing until end of summer 24	The scheme of work, KO's and learning of children are all in sync.	None	EC to SLT	2
2. Childrens ability to compare different time periods and civilisations from around the world.	<p>To remind teachers to refer to the scheme of work that tells them how the unit links to previous units studied.</p> <ul style="list-style-type: none"> Taking in KO's to see if timelines are included. Pupil interviews on comparisons between different periods and completing missing periods on a timeline. Book scrutiny to see if timelines have been used. 	Ongoing until end of summer 24	Children are able to link learning.	None	EC to SLT	2

Improvement plan for the year - History						
What do we want to improve? (area for development)	How will we go about it?	When will it happen and be completed?	What will success look like/ anticipated impact ?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported to?	Relevant links to School priority 1,2 or 3
3. That children have experiences linked to learning in history that enrich their understanding.	To research enrichment activities relating to the different units studied in school locally and share with staff.	End of autumn 2	Children will have experiences that enrich their classroom-based learning.	Differing prices of trips	EC to SLT	2
Subject specific tasks for the year	<ul style="list-style-type: none"> • Feedback to staff about the book scrutiny carried out at the end of the summer term. • Take in Knowledge Organisers and check against scheme of work. • Book scrutiny. • Pupil interviews. • Research into enrichment activities. 					