



SUBJECT ACTION PLAN

Subject: History

Subject lead: Angela Ward

Year: 2022-23

CONTEXT

Since the Federation of the three schools, history was taught based on each individual school's long-term plan for the subject, with links made to whole school/Federation 'topics' where possible & relevant. From September 2021, the three schools have been following the same topic plan for history, identifying gaps in the children's coverage and knowledge and beginning to build a coherent long-term plan for the Federation. The subject leader for history began the role in September 2021. An audit of staff showed that teachers enjoy teaching history, particularly when linked to story/artefacts/events but feel that resources across are limited or need updating.

RECORD OF SUBJECT LEADER TIME AND SUPPORT

26.11.21	2 hours – review audits from staff - begin action plan
Feb 22	2 hours – work on action plan and begin to look at Curriculum Organisers

DEPARTMENT LONG-TERM PLAN (2-3 YEAR TIMESCALE):

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1. A long-term enquiry-based plan for History is in place across the Federation, showing clear progression in learning for each year/class group based on the NC, so it is clear what is being taught, when and why. Other required documentation is in place, accurately reflecting our federation approach to the teaching and learning of history.
2. Teachers and TAs have the knowledge, skills and resources they need to teach history.
3. Children can confidently discuss their learning in history using a rich historical vocabulary. By the end of KS2, they have an understanding of chronology and have developed skills in historical enquiry based on questioning evidence.
4. Prove children's overall progress and attainment in history.

DEPARTMENT/SUBJECT PRIORITIES (1 YEAR TIMESCALE):

1. A long-term enquiry-based plan for History is in place across the Federation, showing clear progression in learning for each year/class group based on the NC, so it is clear what is being taught, when and why. Other required documentation is in place, accurately reflecting our federation approach to the teaching and learning of history.
2. Teachers and TAs have the knowledge, skills and resources they need to teach history – focus on current year's and next year's plans & developing knowledge organisers
3. Prove children's overall progress and attainment in history.

DEPARTMENT/SUBJECT PRIORITY 1: A long-term enquiry-based plan for History is in place across the Federation, showing clear progression in learning for each year/class group based on the NC, so it is clear what is being taught, when and why. Other required documentation is in place, accurately reflecting our federation approach to the teaching and learning of history

Member of staff with overall responsibility: AW

Targets	Actions to be taken	By whom	By when	Resources needed	Success criteria	Monitoring	RAG
Teachers know what to teach and when.	Revise the 2022-23 LTP for the changed class structure.	AW/KS teams	Sep 2022	Subj leader Renew Membership of Historical Association for plans , resources & training opportunities £74	Revised LTP in place	SLT	Revised LTP for 2022-23 is complete
	Develop longer term plan to ensure NC coverage	AW	Mar 23		Rolling programme of history units in place for 2022-23 and beyond, focusing on enquiry questions and the key skills and knowledge that children need	SLT	
Other required documentation is in place.	Review/write RFS Intent for history	AW	By Nov 22	Subj leader time	Required documentation is in place, reflecting our RFS approach to history	SLT	
	Review/write RFS Implementation/Impact statements for history	AW	By Dec 22				
	Review current progression of skills / revise as necessary	AW	By Dec 22				

DEPARTMENT/SUBJECT PRIORITY 2: Teachers and TAs have the knowledge, skills and resources they need to teach history – focus on current year’s plans

Member of staff with overall responsibility:

Targets	Actions to be taken	By whom	By when	Resources needed	Success criteria	Monitoring	RAG
To complete MTPs for this academic year and into next year.	Develop MTPs based on this scheme which show clear progression within units and across the year.	AW/staff teaching history	All complete for this academic year by Jun 23	Subj leader / planning time	MTPs are in place, showing progression across year groups and within units of work	AW / SLT	Aut term MTPs are complete
	Develop key knowledge that children need – begin to develop knowledge organisers	AW / Staff teaching history	Mar 23 for summer term topics Sep 23 for autumn term topics	Example knowledge organisers	Knowledge organisers are beginning to be used to support the teaching and learning of history.	AW / SLT	
Resources used for history are relevant and of high quality.	Review resources/visits etc currently used for teaching history	AW	Mar 23 for summer term topics	Subj leader time	High quality resources and links to visits / loans etc are in place or purchases planned for the future.	AW / SLT	
	Plan visits/museum loans etc to support history topics	AW	Sep 23 for autumn term topics	Possible purchase of additional resources			
	Seek out and recommend additional resources	AW					
Teachers have good subject knowledge	Recommend opportunities for training e.g. via Craven Museum / Historical Association etc	AW	Ongoing throughout the year	Subj leader time	Staff have access to and have undertaken relevant training.	AW / SLT	AW / JW – online meeting with Craven Museum

DEPARTMENT/SUBJECT PRIORITY 3: Prove children's overall progress and attainment in history.

Member of staff with overall responsibility: AW / SLT

Targets	Actions to be taken	By whom	By when	Resources needed	Success criteria	Monitoring	RAG
Carry out subject leader monitoring to prove children's progress and attainment	History book look	AW / Teaching staff?	Mar 23	Subj leader time	Children's books show evidence of their knowledge and understanding of the history topics covered.	SLT	
	Classroom visits / discussions with children	AW	Jun 23	Subj leader time	Classroom/school displays show evidence of topics covered including key vocabulary / chronology Discussions with children show evidence of their historical skills, vocabulary and knowledge.	SLT	