

History Action Plan 2019-2020

Objective	Action to be taken	Date	Outcome
<p>Intent:</p> <p>To implement a skills-based history curriculum.</p>	<ol style="list-style-type: none"> 1. NM to introduce Chris Quigley Key Concepts and Milestones to staff. 2. Teams to highlight milestones currently covered in existing planning and return to NM. 3. NM to check coverage and identify gaps. 4. NM feedback to SLT and teams on next steps. 5. NM to update long term overview to include changes made. 	<p>May/June 2019</p>	<p>All Year Groups completed key concept coverage.</p> <p>Personalised school timelines ordered for every class.</p> <p>Changes made to long term map and year group topics based on milestone scrutiny e.g. Y3 WW2 moved to Y6 in order to cover propaganda milestone.</p>

Phase 1 History Subject Leader Report May 2019

- Historical trips/visits are not always indicated on the history plans-we are doing so much more than our planning shows!
- Where history is taught via another subject, such as Literacy, this should be included on the History planning.
- There is a need for more artefacts to support teaching and in order to support children in developing historical skills-having original artefacts isn't always practical and children need to be able to handle them. A lot of year groups noted that they planned to use artefacts from a collection/library that is available.
- There could be more opportunities to look at a variety of historical evidence and how the past has been represented. For example; reading real life accounts about pirates such as Blackbeard from The Royal Navy's point of view.

- We could make more of the spiritual, moral, social and cultural (SMSC) opportunities in history I.e. holding a debate on corporal punishment when studying the William Alvey school in the past.
- We could make more opportunities to incorporate **British values** (Democracy, Individual Liberty, Mutual Respect, Tolerance, Rule of Law) in our teaching. I.e. In the Pirates topic there would be an opportunity to discuss **laws** and why they are important in our society, for example.
- We need to ensure that all members of our society are represented through our teaching- are we fairly representing women through history? People from a variety of cultures? Ethnicities? Etc.

Objective	Action to be taken	Date	Outcome
Implementation: Monitoring the planning of history skills-based curriculum.	<ol style="list-style-type: none"> 1. New planning format introduced to include Key Concept and Milestone coverage following training input. 2. Subject leader to source key vocabulary list for history. 3. Milestone coverage highlighted by subject leader to check coverage/progression of skills. 4. Feedback to SLT and teams with general feedback. 5. NM to give specific feedback to year groups regarding specific milestone coverage. 	March/April 2020	Key concepts and milestones edited with letter and number code. All plans edited and now include key concepts and milestones highlighted by subject leader. A key vocabulary list has been forwarded to all teaching staff to be used in all history lessons and accessible for all children during their lessons. 24/5/20 A provisional History policy has been written on 24/5/20 to highlight our ethos and skills based curriculum.

Phase 2 History Subject Leader Report
May 2019

- Artefacts are rarely used in lessons and therefore the opportunity for children to handle real life objects from the past, i.e. coins, pottery, replica stone age arrow heads, etc are missed and in many cases, images are used instead, particularly on IWB's.
- The MTP's do not reflect what the teachers are doing in the classroom:
 - few plans referred to the dates being studied
 - classroom timelines were not mentioned in planning or using a timeline in the topic.
 - key vocabulary is not always made explicit.
 - some plans were incomplete or missing information.
- Some YG have been using the key concepts and milestones as learning objectives. They should not be used for LO's; they are the skills you are going to incorporate into your lesson in order to achieve the LO.
- By going through each MTP, it has identified that there are gaps in the skills being taught in each year group. Most of the skills are being applied regularly, particularly Key concept A, but in some cases an entire Milestone is not being taught in the year. These have been highlighted on every MTP so that YG can edit them and add these milestones to ensure a broader coverage.
- Some MTP's didn't state the YG or the topic on any plan.
- Wow days- they have many benefits as they engage and inspire the children and the children love the experiences. However, are they always helping the children to become better historians? E.g In Y6 as part of WW2 day the children dress up, learn a 1940's dance, visit an air raid shelter and make a light for the shelter; on reflection there were few historical skills being incorporated into the day, it was more of 'an experience'. Can we incorporate both a little more?
- The final tasks set in each lesson were quite often literacy based and involved a written piece. Few examples of numeracy or computer-based activities to complete a task. (D2)

- Most lessons should refer to the dates being studied and where that is on a timeline. It should also compare the period studied with those of other areas of interest around the world, i.e. when studying Stone Age, it would be beneficial to look at what was happening in Egypt at the same time.

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Impact: Monitoring the impact of the skills-based curriculum.	<ol style="list-style-type: none"> 1. Staff training focusing on enquiry skills. 2. NM to observe history lessons with a focus on enquiry skills/use of artefacts. 3. 		