

Subject Specific Action Plan 2023-24	In History we peer through the window of the past; observing, reflecting upon and engaging with events of History as well as those who have experienced them. We provide first hand experiences to inspire through a multitude of trips and in school visitors, providing a pride and interest in different heritages and traditions.	
Subject: History in Hope Federation	Co-ordinator(s): Ben Parr	
Priority One: Automaticity	Action(s):	Success Criteria:
<p>Objective 1.1 Improve automaticity in maths</p> <p>Objective 1.2 Parental engagement</p> <p>Objective 1.3 Improve automaticity in joins</p> <p>Objective 1.4 Improve automaticity in reading</p> <p>Objective 1.5 Improve automaticity in time/number lines</p>	<ul style="list-style-type: none"> ● Use dates, timelines and ages to improve automaticity in number order, scale and place value. ● Engage in homework linking to topic areas that children can research and ask family about as primary sources of information. ● Apply new writing skills in written work for history. ● Use history lessons to support reading for a purpose. ● Children are taught to use timelines with reference to centuries, years and millennium. 	<ul style="list-style-type: none"> ● Children’s scores in place value and ordering will see an improvement. ● Parent voice shows that pupils are motivated to engage with weekly homework. ● History book look shows improvement in joins of writing. ● Lesson observations show children needing to read to gain information as part of a normal lesson routine. ● Children’s scores in number line work will see an improvement.
Priority Two: Make learning memorable	Action(s):	Success Criteria:
<p>Objective 2.1 Apply writing learning in writing within History lessons</p> <p>Objective 2.2 Improve maths teaching to make learning memorable</p> <p>Objective 2.3 Improve foundation subject teaching to make learning memorable</p>	<ul style="list-style-type: none"> ● Use practical writing tasks in history lessons – planning questions and recording information from primary and secondary sources. ● Make use of number/time lines in maths lessons which are tied into the key misconception or which rehearse key skills. ● Use stem sentences for the learning objective, use low-stakes quizzes to recap and reinforce learning, model the improvement you wish to see, use paired talk, use visualisers (or similar) 	<ul style="list-style-type: none"> ● Booklook shows written work of a necessary nature for the history learning. ● Lesson observations show children using history skills termly which help them recall number facts. ● Learning environment walks show Stem sentences are recorded and curriculum ambassadors are identified, pupil voice shows children can remember their learning, lesson observations show modelling and paired talk,

<p>Objective 2.4 Improve use of formative assessment in foundation subjects</p> <p>Objective 2.5 Improve cross-curricular links in foundation stage teaching</p>	<p>to demonstrate good work, use in-the-moment marking and feedback, curriculum ambassadors for History are established and displayed.</p> <ul style="list-style-type: none"> ● Use the Planning for assessment documents to be clear on the areas to be assessed. ● Use cross curricular links in History and from History into other subjects, look for examples in the History coverage document. 	<p>booklooks show in the moment feedback using purple pen to evidence improvement and pink dots are acted upon.</p> <ul style="list-style-type: none"> ● PfA docs are filled in at the start of units and assessments recorded by the end. ● BP will give examples of good cross curricular practise in staff meetings and within subject leadership reviews. Floorbooks then show use of cross curricular activities in other subject areas.
<p>Priority 3: Spirituality</p>	<p>Actions:</p>	<p>Success Criteria</p>
<p>History develops spiritual development by encouraging:</p> <ul style="list-style-type: none"> ● resilience ● curiosity ● exploration and confidence 	<ul style="list-style-type: none"> ● Teaching encourages resilience through promoting self-efficacy. Where children get stuck for example, we will encourage children to find solutions themselves as much as possible. ● Children’s curiosity will be developed through use of an enquiry approach at the start of a unit and when appropriate at the start of each lesson. ● Exploration and curiosity will be fostered within our lessons by promoting the opportunity to visit historic sites and museums, as well as meeting people through school trips and visitors in school who can share experiences and stories with the children. 	<ul style="list-style-type: none"> ● Children’s outcomes look different and show individuality. ● Children problem-solve in lessons. ● Children are interested and engaged in lessons. ● Children have a desire to explore places and meet people from beyond just the local area and experienced history.
<p>Outcomes / Review (to be completed at the end of the year)</p>		

