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| **Action** | **How to complete** | **Impact** | **Completed By** |
| Complete Impact statement for History. | Ensure vision for History is clear. | All staff and governors are clear about what the end result of our children’s learning will look like. | Completed |
| Key knowledge progression completed. | Create knowledge progression for each year group to show explicitly the key learning that children are expected to know. | Learning is consistent and progressive across all year groups. Our learning reflects the requirements of the National Curriculum. | Completed |
| Key vocabulary included in knowledge progression. | Ensure knowledge grids for each year group show explicitly the vocabulary that pupils are expected to know. | Vocabulary is consistent and progressive across all year groups. It is realistic and age-appropriate. | Completed |
| Develop overview of topics taught over the two or four-year cycle. | Create overview of topics. | Topics for each term are planned to cover the requirements of the National Curriculum. They are planned to ensure progression, interest and challenge. | Completed |
| Statement of Intent and Implementation, Knowledge progression including vocabulary and topic overview on website. | Upload documents to both school websites. | School website meets statutory requirements. Parents have available current information. | Completed |
| Develop short-term plan and resources for Spring term History units. | Ensure all are linked to Knowledge Progression. Plan LOs for the unit and build on this with appropriate activities. | Learning is purposeful and ensures that children know more and remember more. Recap of prior learning, learning objectives, success criteria and vocabulary are explicit so that teaching is consistent and cannot be misinterpreted. | Completed |
| Strengthen History Substantive Concepts. | Inform teaching staff of the importance of the Substantive Concepts and ensure they are visible in the classroom. | Meaningful Links will be made between units and between Key Stages. Including concepts in planning will demonstrate progression. | 28.4.23 |
| Revise History Policy to reflect changes made to History. | Ensure vision and aims for History are clear. Identify clearly the Federation’s approach to teaching History. | All staff and governors are clear on our aims and policy is shared on the school website. | Completed |
| Carry out History Monitoring. | Use ‘Deep Dive’ monitoring form to ensure all areas are considered. | Findings are clear and transparent. They can be used to celebrate strengths and progress in History. Engage in dialogue with staff to address improvement points. | 27.3.23 |
| Develop short-term plan and resources for Summer term History units. | Ensure all are linked to Knowledge Progression. Plan LOs for the unit and build on this with appropriate activities. | Learning is purposeful and ensures that children know more and remember more. Recap of prior learning, learning objectives, success criteria and vocabulary are explicit so that teaching is consistent and cannot be misinterpreted. | Summer 1 by 17.4.23  Summer 2 by 5.6.23 |
| Carry out History deep monitoring. | Use new ‘Deep Dive’ form to ensure all areas are considered. | Findings are clear and transparent. They can be used to celebrate strengths and progress in History. Engage in dialogue with staff to address improvement points. | By 14.0.23 |
| Evaluate progress made in History over the year | Review findings of deep dives and prepare report for governors. | Ensure clear Next Steps for academic year 2023/24 in place to enable progress to be continuous and ambitious. | 21.07.23 |
| Develop History Action Plan for academic year 2023/2024. | Identify actions needed for History. | History teaching and learning will continue to improve. | 21.07.23 |