



History Action Plan 2023 - 24

OBJECTIVES FOR 2023-24	
<p>Achievement gap issues</p> <p>What is assessment analysis telling us (22/23)</p>	<p><u>FFT core knowledge</u></p> <p>High level of SEN working below expectations in History.</p> <p>Level of non-disadvantaged children exceeding is higher than disadvantaged.</p> <p><u>Findings from end of year evaluations</u></p> <ul style="list-style-type: none"> - Local history (upper KS2) - Core knowledge needs to be reviewed and updated. - Timelines and chronology - Cornerstones lessons need to be refined and adapted to ensure that there are no gaps in history.
Objective 1	To ensure that children with SEND are accessing and fully engaging in the history curriculum.
Objective 2	To develop and continue to embed assessment systems in history, ensuring that it is being used to inform teaching and planning.

OBJECTIVES FOR 2023-24

Objective 3	To ensure that all children are given the opportunity to access an engaging and memorable history curriculum.
Objective 4	To ensure that core knowledge is reviewed and updated and that the Cornerstone lessons are amended to suit the needs of all children.

OBJECTIVE To ensure that children with SEND are accessing and fully engaging in the history curriculum.

TARGET	ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA

OBJECTIVE To ensure that children with SEND are accessing and fully engaging in the history curriculum.

To ensure planning caters for all SEN children.	<p>Adaptations should be made clear and specific on lesson sequence plans, including specific children's initials.</p> <p>Weekly lessons plans should be uploaded to GD and annotated after lessons have been completed.</p> <p>At the end of each unit, evaluations and assessment to be completed by class teacher.</p>	Ongoing	All teachers	N/A	KMc to monitor progress by analysing lesson sequences and evaluations.	<p>Names of children with SEND should be written on lesson plans.</p> <p>Clear and specific adaptations made-support they are given, differentiated work, resources required.</p>
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OBJECTIVE To ensure that children with SEND are accessing and fully engaging in the history curriculum.

To ensure that gaps in learning are addressed.	<p>Evaluations on lesson sequences informing of next steps.</p> <p>Core knowledge flashcards.</p> <p>Lessons built on prior knowledge- lesson starters, recapping and revisiting prior learning to embed knowledge.</p>	Ongoing	All teachers	N/A	KMc to monitor progress by analysing lesson sequences and evaluations.	Gaps and misconceptions should be written on the lesson plans- lesson evaluations. These should then inform T of their next steps.
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OBJECTIVE To ensure that children with SEND are accessing and fully engaging in the history curriculum.

<p>To ensure engagement levels are high through exciting/memorable lessons and flexible teaching methods.</p>	<p>Teachers to revisit Rosenshine methods to ensure flexible teaching methods.</p> <p>Cornerstone lessons should be adapted to enable all children to succeed- practical (if relevant) visual resources.</p> <p>Ensure that Loscoe promise and school enrichment plan is adhered to:</p> <p>Enrichment cycle B:</p> <ul style="list-style-type: none"> - Y2 bus trip - Y6 train trip - Y1- local walk - Y3/4 museum visit - Whole school Sherwood Forest 	<p>On going.</p>	<p>KMc</p>	<p>Budget for visitors/school trips.</p>	<p>Kmack to monitor lesson plans.</p> <p>Photos from visits as evidence.</p> <p>Lesson observations.</p>	<p>Variety of teaching methods used- visual, auditory etc..these should be stated on lesson plans.</p> <p>Cornerstones adapted to ensure that lessons are practical- again, adaptations should be made clear on lesson plans.</p>
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OBJECTIVE To review and continue to embed assessment systems in history, ensuring that it is being used to inform planning and teaching.

TARGET	ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA
Evaluation and assessments completed on lesson sequence plans, informing of next steps and any gaps missed.	All teachers to fill in the evaluation/assessment section of lesson plans after each lesson.	On going	All teachers	N/A	KMack to monitor planning.	Evaluations are clear and specific. Pupils initials are written to inform T who has exceeded the objective and who has not achieved the objective.
	Any misconceptions/gaps missed to be addressed immediately or in the next lesson.	On going	All teachers			Clear identification of gaps and misconceptions and how they are to be addressed.
FFT used termly to monitor progress in core knowledge.	Teachers to update FFT termly.	Termly	All teachers	N/A	KMack to monitor FFT every term.	Children showing progress on the FFT tracker.
	Flashcards used regularly to revisit core knowledge.	Ongoing- regularly throughout the week.				

OBJECTIVE To review and continue to embed assessment systems in history, ensuring that it is being used to inform planning and teaching.

End of unit assessment completed at the end of the lesson sequence plan.	Teachers to fill out the evaluation at the bottom of the lesson plan at the end of each unit.	End of every unit.	All teachers	N/A	KMack to monitor	Clear assessment filled out- initials showing who has exceeded and who has not, strengths and weaknesses, gaps and how to address. Assessment piece stuck in books.
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OBJECTIVE To ensure that all children are given the opportunity to access an engaging and memorable history curriculum.

TARGET	ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA
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OBJECTIVE To ensure that all children are given the opportunity to access an engaging and memorable history curriculum.

To ensure that adaptations are being made on the lesson sequence plans including for PP children.	<p>Initials of SEND and PP pupils clear on lesson sequence plans. Adaptations should be specific and relevant.</p> <p>Inclusion section on lesson plans should be clear and specific, not just stating who needs support but how they will be supported.</p> <p>Ensure gaps/misconceptions are addressed including for chn who are absent from the lesson.</p> <p>Cornerstone lessons should be adapted to suit the needs of all children in the class.</p> <p>Flexible teaching methods so all children can access the learning effectively.</p>	All ongoing	Class teachers	N/A	<p>Kmack to monitor lesson plans.</p> <p>Pupil voice- SEND/PP</p>	<p>All children are able to access what is being taught and are engaged in their learning.</p> <p>Adaptations are clear and specific on the lesson plans. Evaluations are filled in and teachers are using this to target children who did not achieve the objective.</p>
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OBJECTIVE To ensure that all children are given the opportunity to access an engaging and memorable history curriculum.

<p>To ensure that lessons are accessible through 'cutting down' and refining the Cornerstone lessons and using a variety of resources i.e. BBC Bitesize.</p>	<p>Look at core knowledge grids/national curriculum to ensure key objectives in history are being taught.</p> <p>Adapt and refine lessons accordingly, ensuring that lessons are not overly based on reading a text and answering questions and ensuring that the children are able to retain the information given to them.</p> <p>Combine Cornerstone resources with other resources to allow all children to be able to access the lessons.</p>	<p>Ongoing throughout the year.</p>	<p>Class teachers</p>	<p>Cornerstones budget</p>	<p>Kmack to monitor lesson sequence plans.</p>	<p>Lesson sequence plans should show clear adaptations and use of a variety of resources.</p> <p>Lesson plans should have key objectives written for each lesson and show that the lesson has been refined to ensure that the objective is achievable for each child.</p>
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OBJECTIVE To ensure that all children are given the opportunity to access an engaging and memorable history curriculum.

<p>To ensure that lessons are engaging and memorable through the use of resources (practical/visual), videos, making the lessons relevant (local history).</p>	<p>Variety of historical resources should be used- concrete resources (if available), different historical sources, videos.</p> <p>Upper KS2 to be taught local history i.e. history of mining in Loscoe and Heanor, which can be combined with local walk/local visitor.</p> <p>Lessons to be refined, so children are able to retain information and engagement levels are maintained i.e. Year 2 should learn about 2 significant people in detail, as opposed to 8.</p>	Ongoing	Class teachers	N/A	<p>Kmack to monitor lesson sequence plans.</p> <p>KMack to audit history resources.</p>	<p>Lesson plans should state what resources are being used for each lesson.</p> <p>Year 5/6 should have the opportunity to learn about their local history- something with which is memorable and relatable.</p> <p>Lesson sequences should show clearly how they lessons have been refined and have taken into account the need for knowledge to be retained.</p>
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OBJECTIVE To ensure that core knowledge is reviewed and updated and that the Cornerstone lessons are amended to suit the needs of all children.

TARGET	ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA
Core knowledge grids to be reviewed and updated, ensuring that they are achievable for all children.	Review and refine core knowledge grids, taking into account the need for children to able to retain the core knowledge.	In Autumn term	Kmack	N/A	KMack to review and update.	Core knowledge is achievable for all children and children show progress on the FFT core knowledge tracker throughout the year.
To ensure that knowledge organisers for each history unit are refined and take into account the key objectives/key vocabulary that the children are being taught in history.	Cornerstone knowledge organisers to be reviewed and refined for each history unit, ensuring that they are accessible for all children and that the children/parents can use them to support their knowledge of what is being taught.	.Ongoing	Class teachers	N/A	Kmack to monitor-look in books at knowledge organisers/Class Dojo at what is being sent to parents (see RE knowledge organisers as examples).	Children are accessing and using the knowledge organisers during the lessons to support their learning.

OBJECTIVE To ensure that core knowledge is reviewed and updated and that the Cornerstone lessons are amended to suit the needs of all children.

To ensure that Cornerstone lessons are adapted and refined to meet the key objectives in history and to ensure that they are accessible to all children in the class.	Key objectives should be taken from NC and lessons should be refined to meet these objectives.	Ongoing	Class teachers	N/A	KMack to monitor lesson sequence plans.	Plans should state key objectives and should show clear refinement of Cornerstone lessons i.e. not relying heavily on texts and questions. Lessons should take into account the needs of all children and the need to retain information.
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