



## Overall Objectives:

1. To increase the proportion of PP children who make at least good progress, so that they begin to achieve at least in line with other pupils nationally / move closer towards this point.
2. To increase progress in KS2, so that all children make expected progress and more children reach greater depth, or make more than expected progress from their starting points.
3. To ensure all curriculum areas have a clear intention through a strong curriculum design, focusing on the school vision.
4. To ensure that staff share best practice and that systems and techniques that are effective are communicated through the school.
5. To continue to strengthen links with the Church and wider Matlock community

Objectives	Tasks inc time frame	Success Criteria	Resources/ finance	Monitored by	Method of monitoring
<b>Intention</b>					
<p>To ensure all PP chn are on track in all year groups.</p> <p>To ensure the History curriculum shows progression of skills and vocabulary.</p> <p>To ensure the History curriculum is being taught well in all year groups.</p> <p>To invite visitors into school to support/extend learning.</p> <p>To purchase high quality resources/artefacts.</p>	<p>Termly book looks and speak to teachers.</p> <p>Check overview maps against history curriculum and create a progression map of skills and vocabulary.</p> <p>Contact parents and research potential visitors in.</p> <p>Consult staff and order resources.</p>	<p>Evidence in books and teacher assessments.</p> <p>Progression map of skills and vocabulary.</p> <p>Year group overview maps will show what is being taught and when.</p> <p>Evidence of learning will be in books.</p> <p>Visitors into school arranged.</p>	<p>£300 possibly needed to purchase resources (Atlases etc).</p>	<p>CLH</p>	<p>Discuss with children their learning and sticky knowledge.</p> <p>Books and discussion with staff.</p> <p>Observe lessons.</p>

## History Action Plan 2024-2025



<b>Implementation</b>					
<p>Stimulating lessons to be planned and taught to ensure pupils develop a knowledge and understanding of real places.</p> <p>To make sure there is a clear progression of skills and vocabulary.</p> <p>To use the subject specific vocabulary for their year group to ensure coverage and progression.</p> <p>LO in pupils' books to explicitly outline what is being taught.</p> <p>To complete an end of topic assessment grid.</p> <p>To check that children are challenged sufficiently to master the History curriculum.</p>	<p>Look at books and lesson plans.</p> <p>Create an assessment grid and share it with teachers.</p> <p>Ensure all staff have access to up-to-date documents to support teaching and learning.</p>	<p>Evidence will be in books and on lesson plans.</p> <p>Assessment grids will be completed. (Insight tracking)</p> <p>Cross check samples of work against progression grids.</p>		CLH	<p>Books and through discussion with chn.</p> <p>Lesson 'drop-ins'.</p>
<b>Impact</b>					
<p>High quality delivery of history sessions throughout school.</p> <p>Children will be able to speak about History and historical periods and</p>	<p>Ensure curriculum coverage in all year groups.</p> <p>Team teach/partner up to help teachers become</p>	<p>Pupil reviews.</p> <p>Assessment grids from teachers.</p>		CLH	<p>Pupil discussions.</p> <p>Evidence in books and displays.</p>

## History Action Plan 2024-2025



<p>concepts with greater accuracy and increased eloquence.</p> <p>Children will be able to speak with confidence about a significant black British person or event.</p> <p>At the end of their time at school children have developed a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>	<p>more confident in teaching History.</p> <p>Order resources to support learning/lessons.</p> <p>Ensure curriculum is mapped out and all NC areas are covered.</p>	<p>Children are able to articulate their learning with evidence from their work.</p> <p>Children have retained knowledge from previous week/month/term etc.</p>			
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