

<b>Priority: History</b>	<b>Subject Leader:</b>	<b>Mrs Martha Collinson Miss Jade O'Regan</b>
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**Maintenance targets and strengths:**

**To continue and maintain a high standard of teaching of the skills and knowledge required for history across early years and key stage 1. To ensure that children are being taught a well-balanced curriculum and are both supported and challenged as necessary. To continue with the school ethos of a creative curriculum and to teach the knowledge of history in an exciting and stimulating way through high quality workshops and hands on experiences. The workshops allow all pupils to share an equal learning experience and will expand their acquisition of historical vocabulary by physically seeing and using artefacts from the past. History will also continue to be delivered in a rich and creative way through a cross curricula link with English and art. In foundation stage, teachers will continue to ensure there is plenty of opportunities for children to talk about their past experiences ('My Special Box') and make links with events (celebrations) being taught and discussed in the classroom. Monitoring of teaching and learning of history will continue through lesson observations and work scrutiny to ensure standards are met and pupils are making progress.**

**The aims of the history curriculum at The Giles Nursery and Infants' School are as follows:**

- pupils are inspired and develop a curiosity about the past.
- pupils develop an awareness of the past, using common words and phrases relating to the passing of time.
- pupils develop vocabulary of everyday historical terms.
- pupils know where the people and events they study fit within a chronological framework.
- pupils can identify similarities and differences between ways of life in different periods.
- pupils ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

**Development:**

To raise attainment across the school for the lowest 20% of children by further enhancing our curriculum to address any gaps.  
 All children to make good progress including those with complex special educational needs and disabilities (SEND) and social, emotional and mental health(SEMH) needs.  
 To embed equalities, representation, and inclusivity throughout the school such that every pupil (and member of staff) recognises their value within the community.  
 To continue to celebrate the achievements of historical figures from a broad range of cultures and heritages.  
 To ensure that key historic vocabulary is being modelled and used throughout the school in a progressive manner and that it is embedded each year group so that children develop a broad historic vocabulary.  
 To inspire and develop pupils' curiosity about the past.  
 For pupils to know and understand the history of their local area (Stevenage) and be proud of where they live and come to school.  
 Continue to ensure that assessment, both summative and formative, is strong across all areas of the curriculum

**Development Targets:**

Target	Input, activities and tasks	Timescale	Cost / budget heading / resources	Monitoring	Success Criteria
<b>PRIORITY 1:</b> Continue to ensure that all pupils, including those with special educational needs and disabilities (SEND) and the lowest 20%, achieve as highly as	<p>Provide historical experiences that all pupils can access.</p> <p>To organise and book workshops through the company 'History off the Page'. Some of these workshops will be held virtually in the classroom whilst others will be in the main school hall.</p> <p>Liaise with class teachers for specific dates to book workshops that link with our history teaching in the classroom.</p>	<p>September 2023 – throughout the year.</p> <p>End of each teaching unit.</p>	<p>Staff time/donations</p> <p>Teachers</p>	<p><b>MC</b></p> <p><b>MC</b> Class teachers and year group leaders</p>	<p>Gaps identified and addressed.</p> <p>The high-quality enrichment days will provide a hook to stimulate pupils' interest in a new history topic and spark their curiosity.</p> <p>The workshops will provide learning through crafts, drama, storytelling,</p>

<p>possible across all areas of the curriculum, with particular focus on mathematics, early years and foundation subjects.</p>	<p>Prepare for workshop by organising resources, setting tables, timetabling space etc.</p> <p>Communicate to parents regarding costumes; to give these workshops an authentic feel, pupils will dress up in period clothing for the day.</p> <p>Teachers carry out summative assessments at the end of each history topic to identify gaps in knowledge and vocabulary.</p>				<p>and role-play. As a result, pupils are immersed in history in a way that has a meaningful impact on their learning. This kinaesthetic learning approach will support pupils with special educational needs and disabilities (SEND), disadvantaged pupils and pupils with English as an additional language to access the history curriculum.</p> <p>All pupils will have a shared experience at the beginning of their learning sequence and disadvantaged pupils' experiences are equal to that of other pupils. This enables them to learn from a similar starting point. The workshops will allow all pupils to share an equal learning experience and will expand their</p>

					acquisition of historical vocabulary.
<p><b>Progress towards target:</b>  In the autumn term, Year 1 had a successful toys workshop provided by 'History off the Page'. The workshop was held virtually, and each pupil was provided with a bag of resources. They learnt how toys have developed over time, exploring how they move and the materials they are made of. The pupils made their own toys to include a spinning top, thaumatrope, split pin bear and magnetic fish.</p> <p>Action: Book Year 2 workshop Fire of London</p> <p>Action: Book Year 1 Victorian Seaside workshop</p> <p>At the end of the spring term, teachers will look closely at their summative assessments and plan interventions for pupils who are not making expected progress (including those with SEND). Teachers are continually carrying out formative assessment during their history lessons and provide extra support for any pupils who have not demonstrated understanding of the lesson objective or key vocabulary. For example, through deploying support staff, planning further activities, allowing more processing time, repeating instructions, further discussion etc. This will be an ongoing action.</p>					
<p><b>PRIORITY 2:</b>  Continue to ensure that assessment, both summative and formative, is strong across all areas of the curriculum</p>	<p>Curriculum leader to speak with teachers to ensure they are confident when assessing history.</p>	<p>September 2023 – throughout the year.</p>	<p>Staff time</p>	<p>MC &amp; JO'R</p>	<p>Staff are aware they can come to speak to the Curriculum lead and feel confident when assessing history.</p>
<p><b>Progress towards target:</b>  <b>Action:</b> To look carefully at how we assess history across the school in a staff meeting.  <b>Action: Research training on how to assess history</b></p>					



<p>Ensure pupils are receiving high quality history lessons that inspire and develop their curiosity about the past.</p> <p>Ensure there is evidence of progression of skills and knowledge taught across the school.</p>	<p>Observe history lessons</p>	<p>Once a term</p>	<p>Observation form</p>	<p>JO'R &amp; MC</p>	<p>Pupil feedback</p> <p>Pupil's work</p> <p>Pupil's questions and answers during lesson input.</p> <p>Teacher's planning</p> <p>Skills and knowledge taught in each year group are sequential and build on those taught previously.</p> <p>Teachers ensure there are opportunities to revisit key learning so that pupils can commit the skills and knowledge they have learnt to memory. The curriculum journey outlines pupils' experience of history from Nursery through to the end of Year 2 to ensure that a progressive and enriching spiral curriculum, with a strong thread of continuity</p>
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					runs throughout the school.
<b>Progress towards target:</b> Organise history observations for the spring term.					
To collate photographs from workshops and lessons to build up a picture of how history is delivered at The Giles Nursery and Infants' School.	<p>Year 1 pupils to participate in a history workshop linked to a Victorian theme.</p> <p>Year 1 pupils to participate in a workshop linked to the history of toys theme.</p> <p>Year 2 pupils to participate in a workshop linked to the Great Fire of London.</p> <p>Display pupil voice across school</p>	Ongoing	Photographic evidence book	JO'R & MC	Photographs for photograph evidence book.
<b>Progress towards target: Photographic book to be updated with photographs from workshops.</b>					
Build pupils understanding of historical events that are important to us.	<p>Regular assemblies to teach children about important historical events and provide them with understanding.</p> <p>Remembrance Day</p> <p>Arrange visitors</p> <p>Approach Stevenage Museum about them delivering an assembly about the local area of Stevenage virtually.</p>	As events arise across the calendar year.	<p>PowerPoint presentations.</p> <p>Video clips.</p>	JO'R & MC	<p>Pupils will develop empathy and understanding about events from the past and the symbols used to remember past events For example, the poppy.</p> <p>Assemblies will also contribute to 'The British Values' culture in our school.</p>

**Progress towards target:** Teachers across all year groups taught the pupils about Remembrance Day and why this day is very important day for us to be thankful, respectful, and reflective. They watched a beautiful animation (CBeebies clip) following a young rabbit through the poppy fields. The pupils participated in a minute silence and learnt about the traditions in London and across the country that happen on and around Remembrance Day.

**Action:** Approach Stevenage Museum about them delivering an assembly about the local area of Stevenage.

<p>To develop pupils understanding of history in their local area.</p> <p>To deliver a sequence of lessons about the local area of Stevenage.</p>	<p>To deliver unit of work about the history of Stevenage Town Clock Tower.</p>	<p>Spring term 2023 Year 1</p>	<p>Plan- research information/ gather photographs/ plan work for the children to produce.</p>	<p>JO'R &amp; MC</p>	<p>Pupils will learn about how Stevenage has changed over time, through a chronological journey of Stevenage as a 7th Century Saxon village, to the Old Town and New Town of today.</p> <p>The pupils will learn about the Queen opening the Town Centre in 1959 and the history of the clock tower.</p> <p>Pupils will develop knowledge and understanding about their hometown, celebrate, and be proud of where they live.</p>
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<p><b>Progress towards target:</b> This series of lessons will be taught in the spring term in Year 1 alongside design and technology, where the children will design their own clock towers.</p>					
<p>Pupils to develop vocabulary of everyday historical terms.</p>	<p>The agreed key vocabulary for each phase of the school to continue being taught explicitly, to ensure consistency and progression.</p> <p>Teachers to display key vocabulary in the classroom.</p> <p>Vocabulary to be explicitly taught in history lessons. Teachers to use visual aids and artefacts to support pupils in learning new historical terms.</p> <p>Teachers to check understanding of previous vocabulary taught before introducing new vocabulary. Teachers will build on previous vocabulary taught in previous years in a sequential manner. Teachers will check understanding of vocabulary taught in the previous year before introducing new vocabulary.</p>	<p>Ongoing</p>	<p>History curriculum journey including key vocabulary.</p> <p>Lesson planning.</p> <p>Classroom displays.</p>	<p>JO'R &amp; MC</p>	<p>Pupils build their knowledge upon previous learning and embed what they have learnt.</p> <p>Pupils develop an awareness of the past, using common words and phrases related to the passing of time.</p>
<p><b>Progress towards target:</b> Key vocabulary is made clear on all history planning and teachers are aware that vocabulary must be taught explicitly to the pupils. Action: Check this is happening during lesson observations of history.</p>					
<p>To build on subject leadership professional development.</p> <p>To lead history across the school.</p>	<p>Training course arrange and booked to attend.</p> <p>Aims of the course are to consider what it means to lead a subject in a primary school.</p>	<p>Autumn term 2</p>	<p>From school</p>	<p>MC to attend and report back to JO'R</p>	<p>Subject leader feels more confident to lead history across the school.</p> <p>Having opportunity to share experiences with others.</p> <p>To have experience in writing an action plan and</p>

					how to effectively evaluate progress against the action plan.
<b>Progress towards target: Subject Leader (MC) feels more confident leading history with JO'R. Understands the importance of observations and learning walks to monitor subject. In the training other schools expressed positive feedback about our school's subject leadership.</b>					