

History Subject Development Plan 2025 - 2026



School SDP Priorities:

Priority 1: To improve standards in Reading, Writing and Maths throughout the school and improve the rates of progress and to have high expectations for all pupils.

Priority 2: To improve the learning culture within the school, including raising the quality of teaching so that it is consistently Good. (Thereby improving the outcomes for pupils.)

To continue to achieve high levels of attainment for all learners in History through high quality teaching of an enriched and exciting curriculum. For all pupils to develop a love of history.

RATIONALE:

- a) To be equipped with the knowledge, skills and vocabulary to be expert learners in history.
- b) To enable all (especially EAL, SEN, PP) learners to succeed.
- c) To have high expectations for all learners and for most to achieve ARE by the end of the year.

It is essential to focus on delivering high-quality teaching, developing an effective curriculum, utilising clear assessment and tracking systems, ensuring strong leadership, and fostering an inclusive environment. Additionally, prioritising student engagement, well-being, and involvement with the wider community is crucial for creating a supportive and effective learning environment. With these key actions in place, the school can maintain continuous improvement and ensure all students have the best possible opportunities for success within History and the wider curriculum.

Success criteria:

- By the end of the Early Years all children can meet Early Learning Goals related to Understanding the World (Past and Present, People, Culture and Communities and The Natural World).
- Children in Early Years should begin to understand personal and family history, explore simple past events, and start to build basic chronological awareness.
- Success is seen when children use historical language, make connections with the past, and sequence simple events.

Skills developed by the end of KS1:

- **Chronological Understanding:** Using timelines, ordering events in the past.
- **Historical Interpretation:** Exploring and understanding pictures, photographs, and artefacts from the past.
- **Communication:** Expressing ideas verbally and through drawings or writing.
- **Change and impact:** Identifying changes over time and the impact of significant individuals.

Skills developed by the end of KS2:

- **Chronological Understanding:** Building and using timelines, understanding BC/AD, and more complex historical periods.
- **Cause and Effect:** Analysing the causes and consequences of key events (e.g., the fall of the Roman Empire, World War events).
- **Historical Inquiry:** Investigating primary and secondary sources, such as diaries, maps, and artefacts, to gain insights into history.
- **Interpretation:** Considering different viewpoints and interpretations of historical events.
- **Historical Significance:** Evaluating the significance of different events, individuals, or developments in history.

Assessment and Progression:

KS1:

- Use short written responses, discussions, and creative projects to assess understanding.
- Include opportunities for verbal assessments and knowledge checks through questioning, group activities and quizzes.
- End of term reviews with simple timelines and memory recall from historical topics studied.

KS2:

- Encourage longer, written reports or projects based on topics studied.
- Use history-focused tests, quizzes, or debates to assess comprehension and revisit History topics.
- Encourage children to compare and contrast different periods and historical events, using sources to support their conclusions.

Action Points	Personnel	Timescale	Commentary
1. Regular monitoring of the teaching of history through lesson observations and book scrutinies (in addition to teachers' monitoring during PPA and phase meetings).		Termly	
2. Ensure regular revisiting of key historical knowledge through lesson starters and quizzes		Half termly	
3. Check planning correlates with outcomes in books. Ensure planning allows spiralling of prior knowledge, key concepts are planned for, and skills taught explicitly.		Half termly	
4. To assess children's understanding and enjoyment through pupil voice.		Half termly	
5. To further enhance links with community for local history studies.		By end Autumn Term	
6. To ensure assessment is robust and informs future teaching.		Termly	
7. To ensure Subject Lead and teaching staff are fully aware of developments in subject.		Termly	Staff meetings, CPD opportunities.
8. To embed key historical vocabulary throughout the school.		Ongoing	
9. To monitor and evaluate enrichment opportunities e.g. SW Heritage workshops, current trips.		Ongoing	