**The Berkeley Academy Subject Action Plan 2017-2018**

**HISTORY**

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| **Whole School Priorities** | **Subject Lead** | | **Link Governor** |
| 1. Boys / Girls 2. More Able Learners 3. Vulnerable Groups | Rob Nixon | | Steven Coles  (Curriculum) |
| **Current situation in September 2018**   * Chronological teaching * Curriculum development * Skills taught consistently * Displays in every classroom and throughout the school   Strengths   * Curriculum coverage * Skills taught * Enthusiasm of children   Areas for development   * Skill specific marking * More observations * Further tracking of children’s progress | | **Desired outcomes by July 2019**   * Primary quality mark achieved. * An improved quality of marking and feedback | |
| **Subject Key Priorities**   * Marking and feedback * Quality mark achievement * PPM and FSM progress * Progress tracking | |

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| **The Berkeley Logo** | **The Berkeley Primary School Subject Action Plan 2017-2018**  **HISTORY** | | | |
| **Target**  **(What we will achieve)** | | **Action** | **Success Criteria**  *(How we will know we have achieved it?)*  *(Evidence of how this will be monitored and evaluated?)* | **Outcomes-**  Achieved  Partly Achieved  Not Achieved |
| Raise Profile of History within the Berkeley | | **Make it evident that history is taught and valued throughout the school. Tie this in with a Year 6 overarching project.** | New topics and lesson structures will be applied within the school to ensure a wide range of curriculum topics are taught. | Autumn  Spring  Summer |
| Achieve quality mark | | **The Berkeley academy will achieve the history quality mark demonstrating the quality history taught here.** | Work throughout the year to ensure a bank of evidence is developed and that the mark is achieved. | Autumn  Spring  Summer |
| Listen to the opinions of the pupils | | **Regular pupil voices will be undertaken with children from all areas of the school.** | The children at The Berkeley will have more impact on their teaching. | Autumn  Spring  Summer |
| Monitor new curriculum changes and evaluate new plans | | **The history curriculum will be covered in depth with regards to chronology, teaching of knowledge and teaching of skills.** | The staff will be able to teach enquiry based history subjects through in depth planning. It will be a chronological approach. | Autumn  Spring  Summer |
| To develop links with more outside agencies and secondary schools | | **A programme of regular visits/visitors, outreach experiences and workshop activities is being developed. Discussion with secondary schools ongoing.** | The children will have bountiful opportunities to learn and experience history in a variety of ways through drama workshops, visitors and residential. | Autumn  Spring  Summer |
| Continue to monitor and evaluate History teaching at the Berkeley | | **Observations and book scrutinies will assess that history is covered and that skills and knowledge are developed.** | Book scrutiny looks at impact of history throughout school  Lesson observations/learning walks to take place | Autumn  Spring  Summer |

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| **Monitoring and impact** | | | |
|  | **What have you done to improve standards in the subject?** | **What has been the impact? Evidence** | **Next steps** |
| **Autumn Term** | Separated and sectioned the curriculum skills and themes to individual year groups with a clear progression throughout the school.  Collated evidence of quality learning throughout the school for the quality mark.  Began to increase the community reputation by taking children to the remembrance event at Crewe memorial. | Project team has been able to devise a new approach to curriculum skills and themes within the schools year groups.  Children have experienced an event they may not have done otherwise.  Children have experienced more hands on history with more visitors. | Continue to develop the curriculum web. |
| **Spring Term** |  |  |  |
| **Summer Term** |  |  |  |

**How do you know your actions have been effective? What would it have been like without your action? What has been the impact on our school priorities?**