

Priority	To audit, review and define the curriculum for each foundation subject (History)						
Rationale	<ul style="list-style-type: none"> - Review current curriculum coverage to improve quality of learning; by means of implementation linked to statement of intent. - To redesign the History curriculum to ensure high quality teaching. 						
Success Criteria	<ul style="list-style-type: none"> - Over a period of two years Intent, Implementation and Impact to be reviewed. - History curriculum will become better defined with a clearer focus of Intent. - Access to more practical resources. - Skills of a historian developed. 						
Intended Outcomes	Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation	
1.1	A clear progression map across all year groups	<ul style="list-style-type: none"> - Review current coverage across both key stages based on key topics. - Review the national curriculum coverage of skills in each year group. - Re-plan Black History Week to ensure a variety of people from history. - Develop knowledge organisers to support planning and coverage/progression of skills. 	IE	<ul style="list-style-type: none"> 1 x Staff meeting. 1 x staff meeting. Term 5 day to re-plan Black history week coverage. Term 5 day to plan knowledge organisers for year groups. 	<ul style="list-style-type: none"> Term 1 Term 1 Term 5 Term 5 	<ul style="list-style-type: none"> - Curriculum map updated and added to website. - Updated coverage if key skills within topics. - Year group planning for each year group during black history week ready for next year developed from current year. - Knowledge organisers being tested as well as primary connected planning. 	<ul style="list-style-type: none"> - Coverage has been reviewed across both key stages, highlighting areas for development. - Whilst knowledge organisers are a good source of information for both children and teachers, they need to be modified. (simplified to be more effective.)
1.2	Clearly defined knowledge and skills for	<ul style="list-style-type: none"> - Write intent statement. - Refine knowledge and skills across school, using knowledge organisers. 	IE	<ul style="list-style-type: none"> 1 x Staff meeting Term 5 day to plan knowledge 	<ul style="list-style-type: none"> Transformation term 5 	<ul style="list-style-type: none"> - Statement added to website and adjusted during transformation term. 	<ul style="list-style-type: none"> - Intent statement written. - Knowledge organiser modified.

	the end of each unit	<ul style="list-style-type: none"> - Trial using Primary Connected way of working (Vikings topic) 		<p>organisers for year groups.</p> <p>PPA planning of year 5 topic trial</p>		<ul style="list-style-type: none"> - Using book reviews check coverage and clarity of knowledge, introduce knowledge organisers to improve this. - Review use of Primary Connected and how this effected learning in that particular year group. 	<ul style="list-style-type: none"> - Trial parts of Connected History.
1.3	Systems are in place to ensure curriculum delivery	<ul style="list-style-type: none"> - Interview a small focus group to ascertain. - Use knowledge organisers - Double page example to finalise learning. 	IE Staff support	<p>Time out of class to interview.</p> <p>1 x staff meeting</p> <p>Within class time. (Trial year 5)</p>	<p>Term 1</p> <p>Term 5</p> <p>Term 2</p>	<ul style="list-style-type: none"> - Small focus groups to evidence what is being retained from learning. - Review learning in books and retention of knowledge against specific facts. - Examples of double pages from Primary Connected (Vikings trial) showing what children gained from topic. 	<ul style="list-style-type: none"> - Identify focus group. - Doubled page used in Viking topic year 5.
1.4	Systems in place to show the impact of the curriculum	<ul style="list-style-type: none"> - Review children's understanding as a class at the start of a new topic. - Interview a small focus group to ascertain what is being retained. - Book reviews 	IE Staff	<p>1 x staff meeting</p>	<p>Term 5</p> <p>Term 3</p>	<ul style="list-style-type: none"> - Children's reviews of previous topic compared with knowledge organisers. - Gathering of evidence throughout 	<ul style="list-style-type: none"> - Review of previous historical topics within new topics. - Identify focus group and review books.

	and identify next steps				Term 3	books uploaded to website. <ul style="list-style-type: none">- Focus group evidence.- Double page end of topic evidence from Vikings.	
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