

<b>Priority</b>	To audit, review and define the curriculum for each foundation subject (History)						
<b>Rationale</b>	<ul style="list-style-type: none"> <li>- Review current curriculum coverage to improve quality of learning; by means of implementation linked to statement of intent.</li> <li>- To redesign the History curriculum to ensure high quality teaching.</li> </ul>						
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>- Over a period of two years Intent, Implementation and Impact to be reviewed.</li> <li>- History curriculum will become better defined with a clearer focus of Intent.</li> <li>- Access to more practical resources.</li> <li>- Skills of a historian developed.</li> </ul>						
<b>Intended Outcomes</b>	<b>Actions</b>	<b>Who</b>	<b>Resource/Time</b>	<b>Timescale</b>	<b>Monitoring</b>	<b>Evaluation</b>	
1.1	A clear progression map across all year groups	<ul style="list-style-type: none"> <li>- Review how progressions can be mapped as part of the stepped planning.</li> <li>- Develop the ways in which knowledge can be revisited</li> </ul>	IE	<ul style="list-style-type: none"> <li>Planning format</li> <li>Discussions with staff after planning has been used</li> </ul>	Term 1 - 6	<ul style="list-style-type: none"> <li>- Planning format being used</li> <li>- Knowledge organiser created from lessons</li> <li>- Use of connected resources</li> </ul>	-
1.2	Clearly defined knowledge and skills for the end of each unit	<ul style="list-style-type: none"> <li>- Review intent statement</li> <li>- Refine knowledge and skills across school, using new planning format and knowledge organisers.</li> <li>- Use connected resources in year groups where plans work alongside historical content.</li> </ul>	IE	<ul style="list-style-type: none"> <li>Connected resources</li> <li>Planning formats</li> <li>Knowledge organisers</li> <li>Feedback</li> </ul>	Term 1 - 6	<ul style="list-style-type: none"> <li>- Statement added to website</li> <li>- Using book reviews check coverage and clarity of knowledge, introduce knowledge organisers to improve this.</li> <li>- Review use of Primary Connected and how this effected learning in that particular year group.</li> </ul>	-

1.3	Systems are in place to ensure curriculum delivery	<ul style="list-style-type: none"> <li>- History observations</li> <li>- Examples of history work</li> <li>- Focus discussion group</li> </ul>	IE Staff support Pupil	Time out of class to interview.  History observations.	Term 1 - 6	<ul style="list-style-type: none"> <li>- Small focus groups to evidence what is being retained from learning.</li> <li>- Review learning in books and retention of knowledge against specific facts.</li> <li>- Examples of double pages from Primary Connected</li> <li>- Lessons show clear objectives and encourage children to review previous learning.</li> </ul>	-
1.4	Systems in place to show the impact of the curriculum and identify next steps	<ul style="list-style-type: none"> <li>- Interview a small focus group to ascertain what is being retained.</li> <li>- Book reviews</li> <li>-</li> </ul>	IE Staff	Observations  Focus groups	Term 1 - 6	<ul style="list-style-type: none"> <li>- Gathering of evidence throughout books uploaded to website.</li> <li>- Focus group evidence.</li> <li>- Double page and end of unit evidence.</li> </ul>	-