

**Subject Leader Raising Aspirations Plan**

**Subject: History**

**Academic year 2022- 2023**

**Curriculum Annual Targets**

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| 1. Leadership and Management including Safeguarding Page 64 | Monitor planning throughout the year for each year group; ensuring lessons are covering key concepts and skills as set out in the EYS curriculum and the National Curriculum.  Monitor the foundation tracker each term and end of term data. |
| 1. The quality of education   (Teaching, Learning and Assessment) Page 41 | Ensure staff have access to and support with resources to deliver lessons, confidently identify any areas, which may need enhancing.  Organise the central base of resources into clearly labelled topic boxes easily accessible; share the topic boxes with staff so everybody is clear what resources we have. Discuss any further needs. |
| 1. Personal Development. Behaviour and attitudes   Page 52 and Page 58 | Continue to develop work on timelines building up over the year a timeline for each year group, which incorporates key dates and events. Discuss with staff as the year progresses and share the completed timelines for each year group. This will ensure that staff have a clear understanding of what the children have covered in previous years, linking with our subject knowledge question boxes and helping to make knowledge stick. |

 Please refer to the Inspection Handbook for guidance.

**Raising Aspirations Plan Autumn**

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| 1. **Leadership and Management including safeguarding**   **Monitor planning throughout the year for each year group; ensuring lessons are covering key concepts and skills as set out in the EYS curriculum and the National Curriculum.**  **Monitor the foundation tracker each term and end of term data.** | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | Are we using good practice in the teaching of History? What does this look like? Is subject knowledge up to date? Are we building on skills as well as knowledge? Are staff confident in delivering History? Are we up to date in our delivery of lessons? Are clear on what we should be teaching? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
| Check end of term data  Monitor half termly planning on Teams  Check lesson are concise and focussing on the correct content  Check tracker has been completed each topic taught | | | | | |
| **Actions for each half term**   * **What needs to be done to achieve your Annual Targets?** * **Refer to LPS Raising Achievement Cycle.** * **Refer to the priorities in the SEF** * **Refer to LPS Transition Documents** * **Refer to the Roadmap to Excellence** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **AUTUMN 2022 15 Weeks** | | | | | |
| **Check end of year data- completed** | | Week 14.9 |  |  |  |
| **Check planning on teams' cross reference with NC- checked AUT 1 planning, book look, spoken to Y6 children during a lesson** | | Week 28.9 |  |  |  |
| **Continued to monitor planning and coverage** | | Week 12.10 |  |  |  |
| **Y5 book look** | | Week 30.11 |  |  |  |
| **Historical Association plans uploaded on to teams** | | Week feb |  |  |  |
| **Nearly completed the subject power point** | | April |  |  |  |
| **Power point completed** | | June |  |  |  |

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| 1. **The quality of education**   **(Teaching, Learning and Assessment)**  **Ensure staff have access to and support with resources to deliver lessons, confidently identify any areas, which may need enhancing.**  **Organise the central base of resources into clearly labelled topic boxes easily accessible; share the topic boxes with staff so everybody is clear what resources we have. Discuss any further needs.** | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | What does History look like in EYFS under Understanding the world? How is History planned and reourced for in continuous provision?  How are skills and knowledge being built upon in each KS1 and KS2 class?  Have teachers ensured that the subject curriculum contains content that has been identified as most useful, and ensured that this content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Actions for each half term**   * **What needs to be done to achieve your Annual Targets?** * **Refer to LPS Raising Achievement Cycle.** * **Refer to the priorities in the SEF** * **Refer to LPS Transition Documents** * **Refer to the Roadmap to Excellence** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **AUTUMN 2022 14 Weeks** | | | | | |
| **Look at resources for the terms learning – discuss with staff what they have used/need –spoken with staff about learning and teaching, reminder about what resources are in school and available** | | Week 12.10 |  |  |  |
| **Start to sort the central resources into topic boxes** | | Week 2.11 |  |  |  |
| **Start to sort the central resources into topic boxes** | | Week 16.11 |  |  |  |
| **Book look – focus on progression/skills** | | Week May |  |  |  |
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| 1. **Personal Development. Behaviour and attitudes**   **Continue to develop work on timelines building up over the year a timeline for each year group, which incorporates key dates and events. Discuss with staff as the year progresses and share the completed timelines for each year group. This will ensure that staff have a clear understanding of what the children have covered in previous years, linking with our subject knowledge question boxes and helping to make knowledge stick.** | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | Are lessons planned to develop thinking rather than just churning facts? Are questions designed to promote thinking? Do the children know how they learn best in History? Do they use different resources successfully? Are links made to metacognition?  Can they remember key events and people from previous learning? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
| Book scrutiny, pupil interviews, staff discussions, mini drop ins | | | | | |
| **Actions for each half term**   * **Look at topics for each year group pick out key dates .events** * **Discuss with staff what dates they have put on their year group timelines** * **Start to produce timeline based on Autumn s learning for each year group** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **AUTUMN 2022 14 Weeks** | | | | | |
| **Pick out key date/events from year groups topics, discuss with staff what dates they have used** | | Week 30.11 |  |  |  |
| **Check timelimes in place** | | Week 14.12 |  |  |  |
| **Check subject index boxes being used** | | Week |  |  |  |
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**Raising Aspirations Plan Autumn Term Evaluation**

**Subject:**

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|  | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
| Leadership and Management including Safeguarding | End of year data has been looked at.  Monitored this half terns medium planning , checking for concise questions and NC content  Book look |  | Discuss last year's data with staff  Monitor planning for next half ter |
| The Quality of Education  Teaching, learning and assessment. | Spoken to staff about resources available and checked they have what they need |  | Organise resource boxes  Look at tracker end of term data |
| Behaviour and Attitudes and Personal development | Spoken to Y6 children about their learning |  | Pupil interviews  Time line overview |

**Raising Aspirations Plan Spring Term Evaluation**

**Subject:**

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|  | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
| Leadership and Management including Safeguarding | Checked planning – KQ and lessons planned  Supported some staff in organising key questions and lessons so they match and are more coherent. |  | Continue to monitor tracker/ EYFS data |
| The Quality of Education  Teaching, learning and assessment. | Downloaded resources from the Historical Association. Lesson plans and ideas for the different topics covered. Useful as starting point and flagging up resources. |  | Observe some lessons  Organise resource boxes |
| Behaviour and Attitudes and Personal development | Book look Y5 |  | Check each class has a timeline up – start to collate an overview of timelines |

**Raising Aspirations Plan Summer**

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| 1. Leadership and Management including safeguarding | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | How is the subject curriculum designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory?  Is it sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Actions for each half term**   * **What needs to be done to achieve your Annual Targets?** * **Refer to LPS Raising Achievement Cycle.** * **Refer to the priorities in the SEF** * **Refer to LPS Transition Documents**   **Refer to the Roadmap to Excellence** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **Spring 2023 11 Weeks** | | | | | |
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| 1. The quality of education   (Teaching, Learning and Assessment) | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | How do teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently?  How do teacher assessment check pupils’ understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Spring 2023 11 Weeks** | | | | | |
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| 1. Personal Development. Behaviour and attitudes | | | | | |
| **Key lines of Enquiry:**  *(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)* | How are pupil with SEND supported to acquire the knowledge and cultural capital they need to succeed in life?  How are disadvantaged pupils supported to acquire the knowledge and cultural capital they need to succeed in life?  How well are pupils with SEND are prepared for the next stage of education and their adult lives? | | | | |
| **Half-termly Milestones to Achieve Annual Targets** | | | | | |
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| **Actions for each half term**   * **What needs to be done to achieve your Annual Targets?** * **Refer to LPS Raising Achievement Cycle.** * **Refer to the priorities in the SEF** * **Refer to LPS Transition Documents**   **Refer to the Roadmap to Excellence** | | Timescale  Term Week No | Lead | RAG rating  G=Complete  A= Partly  R = No | RAG rating against annual target |
| **Spring 2023 11 Weeks** | | | | | |
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**Raising Aspirations Plan Summer Term Evaluation**

**Subject: History**

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|  | Impact of Actions Against Annual Targets | On track for Good+ | Milestones for next half-term |
| Leadership and Management including Safeguarding |  |  |  |
| The Quality of Education  Teaching, learning and assessment. |  |  |  |
| Behaviour and Attitudes and Personal development |  |  |  |