



Subject Leader Raising Aspirations Plan

Subject: History

Academic year 2022- 2023



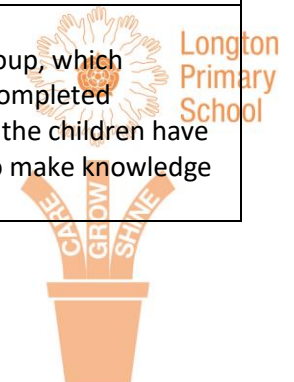
Curriculum Annual Targets



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Please refer to the Inspection Handbook for guidance.

<p>1. Leadership and Management including Safeguarding Page 64</p>	<p>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.</p>
<p>2. The quality of education (Teaching, Learning and Assessment) Page 41</p>	<p>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.</p>
<p>3. Personal Development. Behaviour and attitudes Page 52 and Page 58</p>	<p>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.</p>



Raising Aspirations Plan Autumn

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 gobs 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**

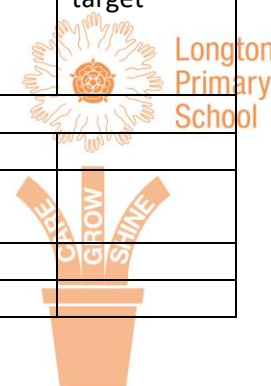
Week 28.9

Continued to monitor planning and coverage

Week 12.10

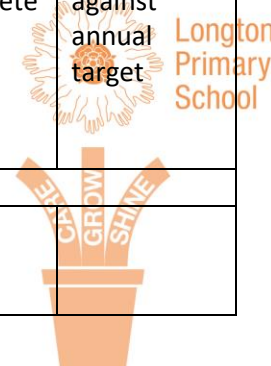
Y5 book look

Week 30.11



Historical Association plans uploaded on to teams	Week feb			
Nearly completed the subject power point	April			
Power point completed	June			

<p>2. The quality of education (Teaching, Learning and Assessment)</p> <p>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.</p>					
<p>Key lines of Enquiry: <i>(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)</i></p>		<p>What does History look like in EYFS under Understanding the world? How is History planned and resourced 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?</p>			
<p>Half-termly Milestones to Achieve Annual Targets</p>					
<p>Actions for each half term</p> <ul style="list-style-type: none"> • 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 		<p>Timescale Term Week No</p>	<p>Lead</p>	<p>RAG rating G=Complete A= Partly R = No</p>	<p>RAG rating against annual target</p>
<p>AUTUMN 2022 14 Weeks</p>					
<p>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</p>		<p>Week 12.10</p>			



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			
	Week			
	Week			

3. 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 gobs 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

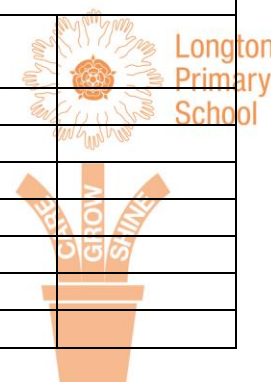
Lead

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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			
	Week			
	Week			
	Week			
	Week			

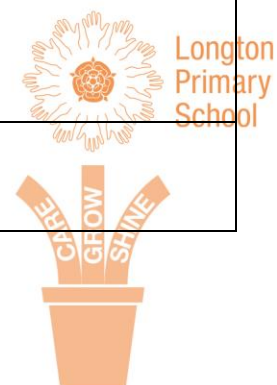


	Week			
	Week			

Raising Aspirations Plan Autumn Term Evaluation

Subject:

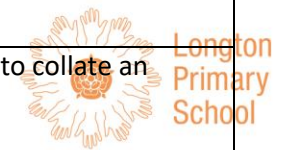
	Impact of Actions Against Annual Targets	On track for Good+	Milestones for next half-term
Leadership and Management including Safeguarding	End of year data has been looked at. Monitored this half terms medium planning , checking for concise questions and NC content Book look		Discuss last year's data 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

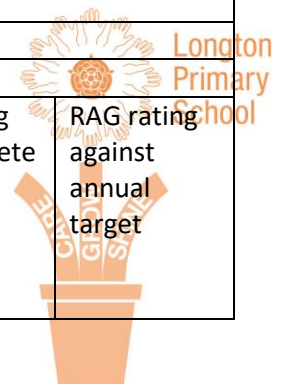
Subject:

	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



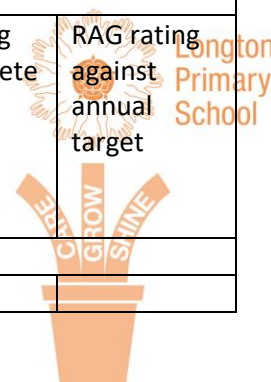
Raising Aspirations Plan Summer

1. Leadership and Management including safeguarding					
Key lines of Enquiry: <i>(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)</i>		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					
Actions for each half term <ul style="list-style-type: none"> • 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				
	Week			
	Week			
	Week			
	Week			
	Week			
	Week			
	Week			
	Week			
	Week			
	Week			
	Week			

2. The quality of education (Teaching, Learning and Assessment)				
Key lines of Enquiry: <i>(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)</i>		<p>How do teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently?</p> <p>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?</p>		
Half-termly Milestones to Achieve Annual Targets				
Actions for each half term <ul style="list-style-type: none"> • 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				
		Week		



	Week			
	Week			
	Week			
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	Week			
	Week			
	Week			
	Week			
	Week			
	Week			

3. 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

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

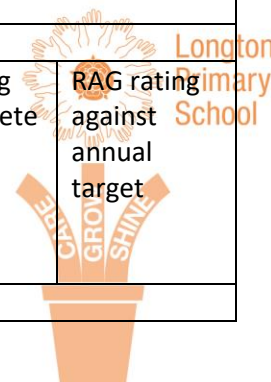
Spring 2023 11 Weeks

Timescale
Term Week No

Lead

RAG rating
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annual
target



	Week			
	Week			
	Week			
	Week			
	Week			
	Week			
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	Week			
	Week			
	Week			

Raising Aspirations Plan Summer Term Evaluation

Subject: History

	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			
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