

BISHOPTON PRIMARY SCHOOL

Action plan for (History 2023-2024)

Written by: Elizabeth Healey



SUCCESS CRITERIA	ACTIONS	RESOURCES AND TIMESCALES	MONITORING AND EVALUATION ACTIVITIES
Teachers feel confident in the assessment of pupil's substantive and disciplinary knowledge in relation to History.	Teachers to use the progression of skills assessment document provided by the History Subject Leader to assess pupils' against expected end points for their year group. They should use the Cornerstones curriculum to have a clear understanding of the substantive and disciplinary knowledge expected from their pupils. They should use quizzes during, at the end and months after History topics being taught to assess the retention of such knowledge.	Cornerstones Curriculum Bishopton Primary History progression document. To be developed over time starting Sept 23.	Lesson observations by subject leader used to monitor teacher assessments made via quizzes and questioning. Book trawls show evidence of appropriate challenge in books. Pupil questionnaires evidence assessment feeding into teaching and learning.
Pupils begin to understand the passing of time and can order key events on a timeline.	Ensure all classrooms have a time line on display for pupils/teachers to refer to. Teachers to use activities and questioning to ensure pupils are regularly improving their chronological understanding e.g. Which civilisation existed first? Teachers to set challenges to encourage pupils to use large timeline mural in hall.	Timelines in classrooms To be developed over time starting Sept 23.	Pupil questionnaires and sequencing activities evidenced in book trawls show evidence of chronological development.
Pupil engagement and understanding of history is high.	Classes to have a 'History Engagement Day' (Theme Day) for each new history topic taught. During this day pupils should use their senses to become immersed in the era. They should dress up, try food eaten at the time, listen to music from that era and take part in activities pupils from that era would have done. Teachers to be supported by EH in arranging visitors to come in. Parents could attend to boost parental engagement when possible.	History workshop visitors Historical artefacts To be developed over time starting Sept 23.	Pupil questionnaires, book trawls and lesson observations show evidence of pupil engagement in history.
Pupils have a good knowledge of the history that surrounds them within Stratford.	Every year pupils at Bishopton will take part in a local study including the study of key buildings within the town, particularly those linked to Shakespeare. Trips to be arranged to areas of historical significance. Local study resources already on one drive and shared area to be developed further.	Support/funding to visit historical sights. Local study resources and ideas on the shared area. To be developed over time starting Sept 23.	Pupil questionnaires, book trawls and lesson observations show evidence of pupils having a good understanding of the History in their local area.
Pupils to have access to hands on history.	Hands on resources to be ordered to match the curriculum. Museum boxes and artefacts to be brought in by visitors. Trips to historical sights organised. Funding applied for trips when available.	Artefacts to be ordered. Donations from parents asked for. To be developed over time starting Sept 23.	Evidence of hands on history teaching during lesson observations, book trawls pupil questionnaires.
There is clear evidence of a progression of history skills within the school.	Teachers to use the Cornerstones Curriculum, National Curriculum and History progression document to ensure that teaching and learning is sequential and generative. Teachers can use memory boards to refer to previous knowledge and ensure substantive and disciplinary knowledge is retained and developed. Quizzes and knowledge harvests to facilitate this.	Cornerstones Curriculum Bishopton Primary History progression document To be developed over time starting Sept 23.	Pupil questionnaires, book trawls and lesson observations show evidence of progression of skills in History.

Black History to be taught not only during Black History Month (Oct) but throughout the year.	Teachers to actively plan for the teaching of Black History throughout the year with the support of the History Subject Leader. Black History workshops to be organised and texts written by and about BAME people to be available.	Texts by and about BAME people. Black History workshop co-ordinators/visitors. Black History teaching resources on the shared area. To be developed over time starting Sept 23.	Pupil questionnaires, book trawls and lesson observations show evidence of teaching and learning about Black History.
Historical vocabulary to be actively developed and displayed in classrooms.	Teachers to have a good knowledge of the vocabulary their pupils are required to know. Key vocabulary to be displayed in classrooms. Teachers model using the correct vocabulary and plan activities to enable pupils to become familiar with using key vocabulary in the correct context.	Cornerstones vocabulary lists Vocabulary displays To be developed over time starting Sept 23.	Evidence in classroom displays, book trawls and pupil discussions show evidence of the development of History specific vocabulary.