

SDP 2019/2020 History Development plan

Key Issue : Assessment/Progression across Key Stages

Objective	Planned Impact	Process	Who and When	Resources	Monitoring	Review	Next Steps
Update policy	Clear representation of intent and impact	Follow lead from English policy to include overview of subject in school and intent.	JH ongoing		KW/JH	March 2020	
Develop the curriculum in line with NC2014	Clear objectives for medium term planning in each year group. Children receiving a quality history curriculum.	Implementation of clear knowledge and understanding for each year group.	JH Ongoing	NC2014 Rising Stars Progression Framework Teacher's planning	KW / JH	Termly	Continuing to monitor that all objectives are being taught. Investigating how history is taught in reception Collect data on range of history taught in reception.

Develop History resources throughout the school	Quality resources to enable and support high quality teaching.	Speak to staff and gather a list of what is required.	JH Ongoing	Money	KW / JH	Ongoing	Ongoing - continue to buy new resources as the need arises
Develop the monitoring of teaching and learning	Ensure that the children are receiving a quality history curriculum. Ensure that NC2014 is being covered.	Monitor planning Look at childrens work and talk to children about their work.	JH ongoing	Planning Time to talk to children Time to observe lessons	KW / JH	Ongoing	Ongoing - continue to monitor the deliverance of objectives and look at a range of work produced across the school.
Develop the monitoring of assessment in the subject	Ensure that the children are being assessed to establish levels of knowledge and understanding	Talk to teachers about how they assess. Look at any assessment methods used by staff.	JH ongoing	Look at assessment on Educater Start including assessment	KW / JH	Termly starting in the Autumn term	Have assessment frameworks provided in the autumn been useful for planning/assessment? Staff meeting September 2019. Discuss including history assessment on Educater

