

SDP 2025/26 HISTORY Development plan

Key issues: Smooth transition across to the Cornerstones Curriculum
 Learning intention is explicit
 Assessment of History

Objective	Planned impact	Process	Who and When	Resources	Monitoring	Review	Next steps
Monitor the History curriculum to ensure the new curriculum is being covered.	National curriculum is covered and in an order which chn can build upon their knowledge and understanding.	RG to support teachers to implement the new curriculum. RG to monitor to ensure the new curriculum is being taught. Book looks Discussions (staff meetings)	RG July '26	Time	SLT	Yearly	
Ensure the learning intention is explicit.	Children are aware of and understand the LI. Chn can reflect on previous learning and link their current learning.	Teachers to use the new curriculum to support planning and teaching. Teachers are aware of the main learning intention of each lesson. Make this explicit to the children and reflect on the learning intention throughout the lesson.	Teachers July'26	Time	RG Book looks Drop-ins	Half-termly initially	
Children to retain the key knowledge taught	Children will be able to recall key knowledge during discussions and questions. Children will make use of this key knowledge	At the beginning and during lessons, teachers question or provide time for children to discuss previous learning. Teachers to make links with previous learning. Teachers to make use of Rosenshine's principles:	Teachers Developing over 3 years (July'28)	Training during staff-meetings (FL)	RG /SLT Drop-ins	Yearly	

	when completing activities. Children will draw on their knowledge from previous years.	review previous learning, intro knowledge in small steps, cold calling,					
Develop enrichment activities/visits/visitors for History. <i>Rolled over from previous year due to change over to Cornerstones.</i>	Children will use the school grounds and local environment more. Visits/visitors planned to link with the History learning to engage learners with this area of the curriculum.	Review the Cornerstones Curriculum to identify activities/visits/visitors. RG to identify further opportunities and discuss with teachers. RG to complete Pupil Voice questionnaires to reflect on impact of enrichment activities.	Teachers Develop over next 3 years	Current plans Time	RG	Yearly	
Develop the of assessment in the subject <i>Rolled over from previous year due to change over to Cornerstones.</i>	Ensure children are being assessed to establish levels of knowledge and understanding. History objectives are covered by the end of each Key Stage. Progression documents are	<i>Move over to the new progression of History from Cornerstones. Each class has passed on the Assessment of skills progression folder and keep up to date after each History theme. ? Date when each statement has been met. Make use of the end of project assessments to inform decisions. Record children's results on the record sheet.</i>	Teachers Throughout each project and at end of Monitor and adapt over the next 3 years.	History progression sheet Time for book looks and cross-referencing	RG	Termly	

	passed on to the next teacher. Chn retaining knowledge.	Check all statements will be covered by the end of the year for each class. Book looks to cross reference points highlighted in the folder.					
Continue to make use of Golden Threads alongside the Concepts of Cornerstones. <i>Rolled over from previous year due to change over to Cornerstones.</i>	The Golden Threads will aid the progression of History across the school. Children will be able to make links to their previous learning more.	Staff to continue planning the next History project and identify when our Golden Threads are focused on. RG to gain feedback and discuss adaptations if needed.	Teachers - RG - End of Autumn term to review Golden threads with staff. Reflect and adapt if needed. Review again Summer '26.	Info from Subject Leadership meeting. Time Staff meeting time	RG And SLT	Termly	

Society

How are people being ruled?

Who is in charge?

What countries are being ruled?

What are their beliefs?

Settlement

Where are the settlements and what do they look like?

How and where do the people live?

Links within the country/around the world

What/where and how did they trade?

What has been happening in other parts of the world?

What was used in other parts of the world?

Significant People

Who are the significant people?

Sources

How do we know about this era/event/person/object?

Different representations.

Different viewpoints/opinions.

Significant changes

What changes happened due to this event / period in history?