



1. To Increase the proportion of PP children who make at least good progress, so that they begin to achieve at least in line with other pupils nationally / move closer towards this point.
2. To Increase progress in KS2, so that all children make expected progress and more children reach greater depth, or make more than expected progress from their starting points
3. To ensure all curriculum areas have a clear intention through a strong curriculum design with a clear skills and chronology development.
4. To ensure that staff share best practice and that systems and techniques that are effective are communicated through the school.
5. To continue to strengthen links with the wider Northallerton community

Target (what to achieve)	Success Criteria (How will you know if it is done)	Actions (How to achieve it)	Resources needed (£ cost)	Link to SDP
<p><b>Intention</b> – What is the purpose of your curriculum design?</p> <ol style="list-style-type: none"> <li>1. To ensure 100% of PP are on track in all year groups</li> <li>2. To ensure the History curriculum shows progression of skills and vocabulary.</li> <li>3. To invite visitors into school to support/extend learning.</li> <li>4. To build a bank of in- school resources and artifacts to support high quality teaching and make learning more accessible to our pupil's.</li> <li>5. To promote the Focus History units within the school and monitor their use.</li> </ol>	<ul style="list-style-type: none"> <li>➤ Evidence in books and teacher assessments.</li> <li>➤ Progression of a clear chronology of historical content in young learners and introduce significant people from history to support the local and global community through courageous advocate scheme.</li> <li>➤ Year group overview maps will show what is being taught and when, with strong emphasis to vocabulary and language.</li> <li>➤ Evidence of learning will be in books.</li> <li>➤ Visitors into school arranged.</li> <li>➤ In all year groups display and consistent referral to timelines promoted to help embed chronological narrative.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Termly book looks and speak to teachers.</li> <li>➤ Check overview maps against history curriculum and create a progression map of skills and vocabulary.</li> <li>➤ Book looks and speak to teachers</li> <li>➤ Contact parents and research potential visitors in.</li> <li>➤ Speak to all teachers and order resources. Start with most useful and create a "wish list" to drive the creation of in-school resource bank.</li> </ul>	<p>£150 -£200 cost of History Association membership.</p> <p>Look at remaining budget to start up History Resource Boxes</p>	<p>KP 1</p> <p>KP3</p>

<p><b>Implementation</b> – How do you expect teachers to implement your curriculum</p> <ul style="list-style-type: none"> <li>• Inspiring lessons to be planned and taught that immerse pupils into developing an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• There should be distinct a chronological framework giving many opportunities for children to discuss their learning and to practice the use of a wide vocabulary of everyday historical terms.</li> <li>• To make sure there is a clear progression of skills and vocabulary.</li> <li>• To use the subject specific vocabulary for their year group to ensure coverage and progression.</li> <li>• To use cover sheets in pupils’ books to explicitly outline what is being taught. Review at the end of topic with pupils to encourage responsibility in history learning.</li> <li>• To complete an end of topic teacher assessments TT.</li> <li>• To use skills document to check that children are challenged sufficiently to master the History curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Evidence will be in books and on lesson plans.</li> <li>➤ TT will be completed.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Look at books and lesson plans.</li> <li>➤ Monitor TT</li> <li>➤ Ensure all teachers and HLTAs have access the skills/mastery documents.</li> </ul>		<p>KP1 KP3</p>
<p><b>Impact</b> – What is the impact the teaching and curriculum has on outcomes in your subject?</p> <ul style="list-style-type: none"> <li>• It prepares pupils with the knowledge, skills and understanding to make sense of the world.</li> <li>• Pupils develop confidence and ability to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</li> <li>• Pupils gain knowledge and understanding of significant aspects of the history of the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pupil reviews</li> <li>➤ TT by teachers</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ensure curriculum coverage in all year groups. Snapshot to help teachers become more confident in teaching history</li> <li>➤ Order resources</li> <li>➤ Use of History Association/ National Trust websites</li> </ul>		

<ul style="list-style-type: none"> <li>• Pupils learn the skills and techniques needed for historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> </ul>				
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How do these targets link to the school vision?

- The History Curriculum allows children to think about themselves and the wider world.
- We live by the school values and the vision as it is present throughout the whole curriculum not just History.
- History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
- We seek to understand the past to better understand ourselves
- Asking questions about the past/future
- Understand the past to celebrate the present
- Recognise the importance of teamwork/ collaboration throughout history but also the activities within school