



**South Hill Primary School**  
**History Action Plan**

<b>INTENT - BEFORE</b> What are the intentions of your subject this year? What are you trying to achieve?	<b>INTENT FOR PSHE AT SOUTH HILL</b>
<b>IMPLEMENTATION - DURING</b> What will you do to ensure your intentions are implemented?	
<b>IMPACT - AFTER</b> What difference has your subject made for our pupils at South Hill?	

- **To enhance cultural capital for all pupils (What cultural capital opportunities does your subject provide for pupils? What knowledge and experiences can we give the children to enhance their role as future citizens? What can we give our pupils that they might not have experienced?)** Evidence examples: Trips, themes, hooks, experiences, debating, thinking, questioning, enhanced experiences, creativity, theme days, visitors, Outdoor learning, Forest school, Range of learning styles
- **To provide accessibility for all learners (How is your subject adapted to meet the needs of identified children: Pupil premium, EAL, low ability children, vulnerable, SEN, Children looked after/ post CLA, Children with or previously with a social worker).** Evidence examples: differentiation, QFT, Knowledge organisers, scaffolding, modelling, grouping, adaptations of tasks and curriculum, adult support, intervention groups, identified needs, pre-teaching, focus on vocabulary,
- **To ensure learning is sequenced and that there is clear progression (How is learning sequenced in your subject? What has been taught previously? What will be taught afterwards? What is the build-up of learning? How is the curriculum tailored for our school community? Why do we learn what we learn?)** Evidence examples: Subject specific vocabulary, Knowledge organisers, Curriculum is re-visited, Long term plans, book studies, pupil voice, progression in learning from EYFS to Year 6, skills ladders, implementation of Weave document, good quality texts to support the subject

<b>IMPLEMENTATION</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>CULTURAL CAPITAL</b>			
<ul style="list-style-type: none"> <li>• To ensure that throughout the school there are enrichment history days for each history topic. This can be an in school teacher led day, a visit from a history group to take the children back in time or a school trip.</li> </ul>	Enrichment days in history are happening and this is enhancing the learning experience.		
<ul style="list-style-type: none"> <li>• To ensure that key vocabulary is introduced, displayed and used by the children both verbally and in their books.</li> </ul>	Key vocabulary is on display in classrooms and within their books.		
<ul style="list-style-type: none"> <li>• To ensure a love of history is promoted throughout the school through displays and both subject and class assemblies.</li> </ul>	The class assemblies that have taken place so far have shown a clear enthusiasm for the history taught this half term and the displays in upper		

	KS2 are outstanding.		
<b>CHILDREN WITH IDENTIFIED NEEDS</b>			
<ul style="list-style-type: none"> <li>To ensure all History lessons are both pitched and differentiated appropriately.</li> </ul>	From a book look it is clear that the tasks are well differentiated across the school.		
<ul style="list-style-type: none"> <li>To purchase more artifacts to enhance the learning across the board.</li> <li>To ensure that Pupil Premium children have access to a range of age appropriate non-fiction texts to use for pre-teaching.</li> </ul>	An email has been sent out to ask teachers what artifacts or books would promote the learning in their history topics.		
<b>PROGRESSION AND SKILLS</b>			
<ul style="list-style-type: none"> <li>To ensure that the knowledge organisers are being used across the school.</li> </ul>	Knowledge organisers are in each book and are being used to plan lessons.		
<ul style="list-style-type: none"> <li>To ensure national curriculum requirements for the subject are all planned for and embedded.</li> </ul>	After looking at the books, it is clear that the national curriculum in history are is being covered.		
<ul style="list-style-type: none"> <li>To ensure history assessment of BARE writers is accurate and gauges their understanding of the subject.</li> </ul>			

### **MEASURING IMPACT**

1. CULTURAL CAPITAL:
2. CHILDREN WITH IDENTIFIED NEEDS:
3. PROGRESSION AND SKILLS:

### **NEXT STEPS:**

**What do we need to do next to take the subject further forward?**

- 1.
- 2.
- 3.