St Philip's Primary School Action Plan 2026 - 2027

Subject Area: History Leader: Deborah Lund

Consider when writing your plan…	Priority Targets from the School Development Plan:
• **Quality of Provision** • **Curriculum design, coverage, appropriateness** • **Curriculum delivery, teaching and assessment,** • **Parental engagement** • **Attainment, Progress, Basic skills** • **Personal Development** • **Leadership and Management** • **Key stage markers and end points** • **Intervention and provision for lowest 20%**	• Design learning tasks with precision and clarity to enable the systematic delivery of sequenced knowledge, promoting both recall and independent learning, while allowing for timely correction and intervention. Enable thoughtful opportunities for the recording and retrieval of knowledge. • Embed high levels of **oracy as a cross-curricular thread**, ensuring purposeful opportunities for spoken language development across all subjects to enhance communication skills and pupil confidence. • Embed adaptive teaching strategies, both during planning and at the point of delivery, to meet the diverse needs of all learners. • Challenge for the most able – evidence in planning, books and discussion • Strengthen the accuracy and consistency of teacher assessment across all subjects by refining and standardising assessment criteria to ensure accuracy, consistency, and inform effective teaching • Review and update subject-specific curriculum documentation, ensuring clarity of intent, implementation, and impact for each subject area. • Support for ECT's • Stakeholder feedback

Objectives	Actions (Processes)	Success criteria (Outcomes)	Monitoring arrangements (Outputs)	Time line	£
Priority Target 1 **Design learning tasks with precision and clarity to enable the systematic delivery of sequenced knowledge, promoting both recall and independent learning, while allowing for timely correction and intervention. Enable thoughtful opportunities for the recording and retrieval of knowledge.**					
Strengthen curriculum delivery through effective sequencing, retrieval and independent learning within History.	Implement new History lesson template across in KS2 • Use History sources packs and detective skills tasks to strengthen historical enquiry. • Embed retrieval activities and Digging for Treasure in every unit. • Develop opportunities for pupils to record knowledge in various ways. • Strengthen chronology work through timelines and chronology projects.	Pupils recall previous learning with more confidence and fluency • Historical knowledge builds sequentially across year groups. • Pupils demonstrate increasing independence when working with historical sources. • Chronological understanding is more secure. • Fewer pupils are working below age related expectations.	• Learning walks. • Book scrutiny. • Pupil voice. • Assessment reviews. • Subject leader monitoring reports.	Autumn2026 to Summer 2027	Current budget

Priority Target 2 **Embed oracy as a cross-curricular thread, ensuring purposeful opportunities for spoken language development across all subjects to enhance communication skills and pupil confidence.**					
Oracy - Develop pupils' ability to talk as historians using precise historical vocabulary.	• Introduce explicit vocabulary teaching within every History unit. • Use agreed Oracy sentence stems and speaking frames. • Plan opportunities for discussion, debate and historical enquiry. • Develop pupil confidence through explanation and justification activities. • Continue links with school Oracy priorities.	• Pupils use historical vocabulary more accurately • Pupils explain historical events and significance with more confidence • Discussion becomes a more common feature of lessons. • Improved quality of verbal responses across the school.	. • Learning walks. • Pupil voice. • Lesson observations. • Staff discussions.	Autumn2026 to Summer 2027	Current budget
Priority Target 3 **Continue to refine adaptive teaching strategies, both during planning and at the point of delivery, to meet the diverse needs of all learners.**					
Strengthen adaptive teaching to meet the needs of all learners in history	• Maintain use of graded success criteria linked to a common learning objective. • Develop adapted source materials for SEND, PP and EAL learners. • Continue use of alternative recording methods including oral responses, photo evidence and adult scribing where appropriate. • Strengthen pre-teaching and preparation activities for identified pupils. • Share effective adaptive practice with staff.	• Pupils with SEND, PP and EAL needs access the same curriculum as peers. • Progress is made by vulnerable pupils. • Staff confidently articulate adaptive approaches. • Barriers to learning are reduced. • Increased independence for SEND pupils.	• Book scrutiny. • Pupil progress meetings. • Learning walks. • Case studies. • Pupil voice. • Monitoring vulnerable groups.	Autumn2026 to Summer 2027	Current budget

Priority Target 4 **To ensure the most able learners, including middle-attaining pupils with Greater Depth potential, are consistently challenged through adaptive teaching, effective questioning, rich learning experiences and opportunities for independent research, critical thinking and self-directed learning.**					
Increase challenge and attainment for the most able pupils and those with the potential to achieve Greater Depth Standard (GDS) in history	• Identify pupils with GDS potential. • Use challenging historical enquiries and source analysis activities. • Develop opportunities for independent research and investigation. • Encourage leadership through History Ambassadors.	Increased proportion of pupils working at greater depth. • Pupils demonstrate deeper historical thinking. • Greater challenge evident during monitoring.	• Assessment analysis. • Book scrutiny. • Pupil voice. • Learning walks.	Autumn2 026 to Summer 2027	Current budget
Priority Target 5					
Strengthen pupils' understanding of how historians work	•Ensure ECTs and new staff are supported for high quality delivery of history Implement new detective skills activities. • Ensure every unit contains opportunities to explore historical evidence. • Review progression of historical skills across year groups. • Monitor consistency of enquiry-based learning.	•Provide support and templates and observation opportunities to ECT and new staff Pupils can explain how historians use evidence. • Historical enquiry skills are evident in books. • Staff demonstrate consistent practice.	ECT/new staff feel well supported and deliver quality history lessons Meeting with staff • Lesson observations. • Book scrutiny. • Pupil interviews.	Through the year	Current budget

Priority Target 6					
Develop leadership opportunities and understanding of British Values through History.	• Create child-led British Values poster/song • Further develop History Ambassadors programme. • Continue local history projects and exhibitions. • Strengthen parental involvement through showcase events. • Develop links between History and collective worship where appropriate.	• Pupils articulate British Values more confidently. • History Ambassadors contribute to school life. • Parents engage positively with History events. • Local history knowledge is strengthened.	• Ambassador meetings. • Website review. • Parent feedback. • Pupil voice. • Displays and exhibitions.	Through the year	Current budget
Priority Target 7					
Refine assessment approaches and use data to improve curriculum provision.	Review assessment methods for pupils who are least able writers but not least able thinkers. • Monitor attainment of any key groups • Gather pupil, parent and staff voice. • Evaluate curriculum impact • Report findings to governors.	• Gender, SEND and PP gaps are monitored and addressed. • Stakeholder feedback informs curriculum improvements.	Governor meetings. • Subject leader file. • Termly evaluation reports.	Through the year	Current budget